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ABSTRACT

The study examined selected perceptions and attitudes of randomly identified members of the American Vocational Association (AVA) regarding some of the goals and objectives of this organization. The sample was assessed to determine the relationships among isolated variables (collective bargaining, State legislation, Federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and current policy components) and certain demographic data (type of bureaucratic structure, level of academic education, number of professional organizations an individual belongs to, membership in union-type educational organizations, amount of work experience before entering education, annual salary, attendance at a national convention since 1970, and the number of State educational activities attended). Congruencies and discrepancies, determined through statistical analysis, are reported. The author suggests that the findings provide both a rationale for the AVA to move in a positive direction regarding goal priorities and the motivation to develop a plan for coping with members' attitudes toward the AVA's direction. The forms employed in the research are appended. (Author/AJ)

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A Study to Determine the Perceptions of Vocational Educators Regarding a Professional Association

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A Thesis in

Vocational Industrial Education

by

Nancy Green Gilgannon

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Doctor of Education

August 1975

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ABSTRACT

Rationale

Education is constantly being challenged through internal and external forces. During this past decade education has experienced massive school consolidation, militancy from within teachers' groups, and new educational programs financed through federal legislation, and federal revenue sharing programs. These are representative of only some of the changes affecting education. The teacher's role, in response to all these rapidly occurring changes, has been one of confusion, anxiety, and possible loss of identification with their peer group. Hence, professional teacher organizations, which in the past have been credited for meeting the professional needs necessary to function within the school organization, have begun to drift in the turmoil of change.

The vocational educator represents a unique type of professional educator. Vocational educators are found in comprehensive secondary schools, area vocational schools, community junior colleges, private junior colleges, proprietary schools, apprenticeship programs, in senior colleges and universities and various types of manpower endeavors. Therefore, the vocational educator certainly can be included in the group of professional educators that may be experiencing a "split personality." There appears to be a need to identify and examine vocational educators as a unique group within the teaching profession to determine their perceptions of what a professional vocational organization should provide for them. The American Vocational Association is the largest professional organization that

serves each vocational category and for this reason, the sample for this study will be taken from its membership rolls.

Procedure

The primary purpose of this study will be to devise a means of obtaining and analyzing from members of the American Vocational Association regarding its function as an effective vocational association. An instrument was devised, in the form of a questionnaire, that solicited opinions in the following areas: (1) collective bargaining, (2) state legislation, (3) national legislation, (4) communication with members, (5) intradisciplinary affiliations, (6) accreditation, and (7) certification. In addition, demographic data was collected as it related to membership in the American Vocational Association. Once the data was collected, a statistical application was employed for purposes of effective and efficient analysis. In essence, congruencies as well as discrepancies were reported as members perceived what they believed the AVA should be doing as a professional organization and what the AVA currently had as its goals and objectives as expressed through the articles of agreement.

Sample

The population for the study consisted of vocational educators throughout the country who belong to the AVA. Since there were distinct subgroups or strata that probably would affect the variables, stratified sampling was utilized. The subgroups that exist within the AVA are represented by the following divisional grouping: agriculture, business and office, distributive, guidance, health occupations, home economics, industrial arts, technical, trade and industrial, manpower, research, instructional materials, related subjects, personnel development, administration, others. The sample was taken from the 1974-75 AVA membership rolls. The sampling was proportionately representative to the subgroups which comprised the total population of the AVA. The total sample size was 687.

Results

Conclusions and results will be reported to the American Vocational Association who have cooperated extensively in this research report. Hopefully, this study will contribute to the growth of professionalism within the discipline of vocational education and provide a model for organizations to pursue additional knowledge regarding its function as it relates to the membership. Meaningful results obtained from this type of study could encourage a vocational association to investigate such professional aspects as role and leadership models within professional organizations. In essence, this study assumes that behavior is more pliable than belief. Belief can be expressed but behavior is a measurable experience.

CHAPTER I

ORIGIN OF STUDY

Introduction

Education is constantly being challenged through internal and external forces. Education, during this past decade, has experienced massive school consolidations, militancy from within teachers' groups, new educational programs financed by federal legislation and federal revenue sharing programs which comprise only a small percentage of the stated changes. The teacher's role, in response to all these rapidly occurring changes, has been one of confusion, anxiety, and possible loss of identification with his peer group.

Professional teacher organizations, which in the past have been credited for meeting the professional needs necessary to function within the school organization, have begun to drift in the turmoil of change. Clark (1963) expressed this concern by stating:

> As work becomes professionalized--specialized around esoteric knowledge and technique--the organization of work must create room for expert judgment, and autonomy of decision-making and practice becomes a hallmark of the advanced profession (p. 43).

Research in the past concerning professional organizations was conducted with reference to the autonomy of the individual in relationship to the acquisition of knowledge. Goode (1961) believed that two components were necessary in order to identify a profession: (1) the acquisition of skills that require prolonged and intellectual training, and (2) the establishment of a monopoly of this knowledge which serves as a nucleus for a professional organization. Whether this kind of professional criteria is still a priority factor in relation to all the internal and external changes that have recently taken place in education can be questioned. Hence, it becomes important to explore concepts that may be contributing to philosophical changes within professional organizations.

Bureaucratization

Urbanization and consolidation have greatly encouraged massive organizational changes. During the past ten years educators have witnessed the establishment of a more highly structured bureaucratic educational system. The initiation of the intermediate units in the State of Pennsylvania (Pennsylvania School Code, Section 31.05) is an example of an attempt by the state to develop a more sophisticated organizational unit for working with local school districts. These organizations have, in turn, influenced professional educators. During this decade, teaching has been caught in a fury of change from the past to the future. Bureaucratization and militancy involving such activities as contract negotiations and strikes have appeared to highlight the sixties. Corwin (1970) expressed it in the following manner:

> Like many occupations of its kind trying to make an uneasy transition between past and future, teaching has developed a 'split personality' as it attempts to accommodate simultaneously to the demand of bureaucratization and professionalization (p. 44).

The bureaucracy in which teachers function represents the form or structure utilized to accomplish the task of administration. . . .

There appears to be varying degrees of bureaucratic structures that affect the educational outcomes which can be employed by administrators. However, regardless of the degree of bureaucratic structure, Dimock and Hyde (1961) consider professionalization in addition to administrative authority as a major component in the formal organization of a bureaucratic structure. That is, although form and structure affect the individual within, the degree of professionalization among the administrators and staff contributes greatly to the educational outcomes. Hence, degree of professionalization can be considered to be a measurable component within a bureaucratic structure.

Researchers have explored numerous methods in attempting to investigate bureaucratic structure. Punch (1969) recommends a dimensional approach to researching organizational structure. The dimensional approach assumes that many continuous variables exist within an organization, such as professionalism, and can affect the operation of the organization. Organizational variables which can be identified as continuous data should be researched in isolation of the total organization according to Punch (1969).

> When actual bureaucratization is under scrutiny the most 'objective' assessment would probably be independent observation by researchers (p. 46).

It does appear possible when attempting to study an organization, to isolate certain components which have been identified as essential and continuous variables, and which might effect the operation of an organization. Hence, the isolated variables that have been identified as critical issues to a professional organization as determined by a panel of judges from the American Vocational Association are:

(1) collective bargaining, (2) state legislation, (3) federal legislation, (4) communication with members, (5) intradisciplinary affiliations, (6) accreditation, (7) certification, and (8) policy components.

> Items and scales which meet certain tests permit inferences about defacto bureaucratization while manifestly dealing only with individuals' perceptions, since perception is a function of both perceiver and perceived situation (Punch, 1969, pp. 46-47).

Therefore, while isolating identifiable variables of an organization, it becomes possible to study the perceptions of the membership regarding professionally oriented variables. The perception of the membership toward these variables could be the result of membership role concept.

Role Concept

In the everyday activities that teachers encounter, they are met with rules, regulations and organizational procedures established by the bureaucracy. This, in turn, leads to a more employee oriented individual as opposed to the professionally oriented individual that Corwin (1970) believed exists within the educational discipline. According to Corwin (1970) this "split personality" alluded to earlier, refers to bureaucratic oriented individuals as opposed to professionally oriented persons. The bureaucratic oriented individual can or is controlled by a great deal of standardization, oriented toward centralized decision-making process, and will place a great deal of value on task oriented types of activities. The professionally oriented individual, on the other hand, will seek expression, exhibit individualism, and desire a part in the decision-making process. Corwin (1970) believed that subgroups exist within the educational profession and these groups can be measured as to their personal orientation within the educational system. Therefore, educators may represent various dichotomous roles regarding their work environment (Bloom, Gillie, Leslie, 1974). As an individual enters the adult work force in the teaching profession, this personal orientation could be influenced by the bureaucratic system encountered which would affect the perception of his role in the educational setting (Bloom, et al., 1974).

In the past, the professionally oriented educator appeared to represent a unique social group more concerned with role concept relative to the dissemination of knowledge and skills to students (Goode, 1961). One might assume that during the past decade teachers' needs have been oriented to various social groups which may have, in turn, altered the concept of the overall professional role in education. Getzels and Guba (1957) implied that two major classes exist within a social system: (1) institutions, and (2) individuals that function in the social system. A bureaucracy or institution is comprised of expectations from individuals or roles that individuals play which affect the organization.

> Social behavior may be apprehended as a function of the following major elements: institution, role, and expectation, which together constitute the nomothetic, or normative, dimension of activity in a social system; and individuals, personality, and need-disposition, which together constitute the idiographic, or personal dimension of activity in a social system (Getzels and Guba, 1957, p. 424).

Professional organizations attempt to meet important professional needs of educators. An example of this would be the American Vocational Association, which attempts to meet certain professional needs of vocational educators (see Bylaw in Definition of Terms). However, different social systems could exist within the ranks of members who belong to professional organizations relative to such demographic data or roles as: (1) bureaucratic structure (type of educational institution), (2) degree of exposure to an academic environment (level of academic education), (3) number of professional organizations an individual belongs to, (4) the number of years employed in education, (5) membership in union type educational organizations, (6) years of work experience before entering education, (7) annual salary, (8) attendance at national conventions, and (9) the number of state educational activities that have been attended.

Professional organizations have generally been negligent regarding the importance of the above variables upon the professional membership. According to such role theorists as Getzels and Guba (1957) it is possible for conflict to develop in organizations where several subgroups exist. Hence, conflict may exist because of roles or incongruencies between the organizational expectations of the social groups within the structure and the actual objectives of a professional association.

> The variable belongingness represents the anticipation, on the part of the role incumbent, that he will be able to achieve satisfaction within the institutional framework, since it appears to him that meeting institutional expectations will also permit him to serve personal needs (Getzels and Guba, 1957, p. 439).

Limited contribution by the membership to a professional association could exist if there is not an agreement with the goals and objectives of the organization.

The vocational educator represents a unique type of professional educator. Vocational educators are found in comprehensive secondary schools, area vocational schools, community junior colleges, proprietary schools, apprenticeship programs, in senior colleges and universities and various types of manpower endeavors (Gillie, 1973). Therefore, the vocational educator certainly can be included in the group of professional educators that may be experiencing a "split personality." Vocational educators may be involved in role conflict demands made by the bureaucratic structures as opposed to the professional goals of an association. It is possible in the light of all the changes which have occurred in education that professional associations have not kept pace with these changes.

Vocational educators are an extraordinary group within the educational discipline which may contain subgroups as previously described. Since the American Vocational Association is the largest professional group that represents vocational educators only, it has been selected as the professional educational organization under study. Hence, the individuals included in this study are vocational educators who are members of the American Vocational Association.

Vocational education has also been an educational discipline that has experienced a plethora of change. Federal legislation, most recently the Comprehensive Employment and Training Act of 1973 (PL 93-203), along with more emphasis on post high school vocational training (PL 90-576) indicates the multi-roles vocational educators have encountered during the seventies. This study assumes that: (1) identifiable variables relating to professional organizations exist and can be measured, (2) significant relationships exist between the vocational educators perception of these variables and their educational roles, and (3) the more significant the relationship between the variables[*] and the educational roles[**] of the members the higher degree of role conflict.

Summary

If role conflict does occur within the American Vocational Association in terms of the isolated variables and educational roles, then it would be reasonable to assume that subgroups exist. Should the investigation reveal that the respondent's perception of what are the most desirable goals of a professional organization and the actual goals are not in agreement, then it would be appropriate to suggest approaches to reduce the disagreement. Recommendations toward this end are offered in a later section.

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[*] Variables are: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification and current policy components fields.

[**] Roles include: type of bureaucratic structure, level of academic education, number of professional organizations an individual belongs to, the number of years employed in education, membership in union type educational organizations, years of work experiences before entering education, annual salary, attendance at national conventions since 1970, and the number of state educational activities that have been attended.

Statement of the Problem

The purpose of this study was to examine selected perceptions and attitudes of randomly identified AVA members with regard to some of the goals and objectives of this organization (see Bylaws in Definition of Terms). The sample was assessed regarding the relationship between isolated variables (collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliation, accreditation, certification and policy components) and certain demographic data (type of bureaucratic structure, level of academic education, number of professional organizations an individual belongs to, the number of years employed in education, membership in union type educational organizations, number of work experiences before entering education, annual salary, attendance at national conventions since 1970, and the number of state educational activities that have been attended). Congruencies as well as discrepancies have been determined through statistical analysis.

Specifically, the questions investigated in this study were:

1. What is the relationship between age and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?
2. What is the relationship between the level of academic education of the membership and the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

3. What is the relationship between the number of professional organizations in which current membership is held and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

4. What is the relationship between years employed in vocational education and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

5. What is the relationship between the years of non-educational work experience and perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliation, accreditation, certification, and policy components?

6. What is the relationship between annual salary and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

7. What is the relationship between frequency of attendance at an AVA national convention since 1970 and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

8. What is the relationship between the number of state activities attended annually and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

9. Is there a significant difference among collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components within different types of educational structures?

10. Which of the educational structures (state or regional department of education, comprehensive high school, area vocational school, community junior college, senior college or universities, proprietary school, private trade school and others) displays the greatest affiliation with educational union and other union organizations?

11. What is the percentage of response as ranked by the membership concerning: the purpose of the AVA, "fringe benefits," ways the AVA could become involved with federal legislation, and the number of times per year the AVA Journal should be published?

Definition of Terms

Collective Bargaining

Collective bargaining is accepted here, which refers to

> . . . negotiations about working conditions and terms of employment between an employer, a group of employers or one or more representative employers' organizations, on the one hand, and one or more representative workers' organizations on the other, with a view to reaching agreement (Collective Bargaining, 1960, p. 3).

State and Federal Legislation

State and federal legislation refers to the degree of involvement of a national organization such as the AVA to affect the development, passage and enactment of vocational legislation on a state and national level.

American Vocational Association

The American Vocational Association, as defined by the AVA Bylaws and Articles of Incorporation Booklet (1973, Foreward) is,

> . . . a federation of state vocational associations and is a private, non-profit, professional association devoted exclusively to the promotion and development of vocational, technical, and practical arts education.

AVA Bylaws and Articles of Incorporation

Those articles referred to in this study are the following as defined by the AVA Bylaws and Articles of Incorporation (p. 12):

A. To establish and maintain active national leadership in all types of vocational and practical arts education, including industrial arts and guidance services.

B. To render service to state and local communities in promoting and stabilizing vocational education.

C. To provide a national open forum for the study and discussion of all questions involved in vocational education.

D. To unify all the vocational education interests of the nation through representative membership.

E. To cooperate with other nations in the further development of vocational education, and to welcome international membership.

F. To encourage the further development and improvement of all programs of education related to vocational and practical arts education, including industrial arts and guidance services.

G. To emphasize and encourage the promotion, improvement and expansion of programs of vocational part-time and vocational adult education.

Communication

For the purpose of this study, communication will refer to, as expressed by Meir (1965, p. 8) as ". . . a cooperative attempt on the part of a sender and a receiver to expand the realm of ideas, impressions and experiences they hold in common."

Accreditation

As referred to in this study, accreditation, according to the United States Department of Health, Education and Welfare (1959, p. 3)

> . . . is the recognition accorded to an institution that meets the standards or criteria established by a competent agency or association. Its general purpose is to promote and insure high quality in educational programs.

Certification

As referred to in this study, certification is defined by Kinney (1964, p. 36) as ". . . a process of legal sanction, authorizing the holder of a credential to perform specific services in the public schools of the state."

Intradisciplinary Fields

As referred to in this study, intradisciplinary fields are the degree of agreement among the members to invite and encourage educators in fields other than vocational education to join the American Vocational Association.

Policy Components

As referred to in this study, policy components are represented in the American Vocational Association Bylaws and Articles of Incorporation. The AVA has previously attempted to sponsor as an organization the following types of activities. These activities would include degree of emphasis on: (1) teacher education, (2) research, (3) curriculum design, (4) staff development, (5) fringe benefits, (6) dissemination of vocational information, (7) divisional grouping, (8) affiliation with state associations, and (9) sponsoring of state workshops.

CHAPTER II

REVIEW OF RELATED LITERATURE

For the purpose of clarifying the concepts initiated in this study, the review of the literature has been divided into three identifiable categories. The following categories substantiate the rationale used in this study:

1. Review of publications that identify changes in education and the American Vocational Association.
2. Review of related literature concerning the concept of bureaucratization.
3. Related studies relevant to role theory.

Only those portions of the publications and studies will be reviewed which are applicable to the justification for this study. Sources have been secured from dissertations, books, periodicals, unpublished dissertations and journals.

Changes in Education and the American Vocational Association

The changes that have occurred and are still happening in education, according to Cogen (1966), are, in part, the result of unionism and collective bargaining. An example of this is the National Education Association's support of professional negotiations. He believed this type of union philosophy has affected program development, salaries and possibly class size. Cogen (1966), as does Corwin (1970), associated this change with a high degree of conflict which, in turn, affects professionalism.

West (1966) viewed societal or external changes as having an effect on internal school relationships.

> We are engaged in a social revolution called urbanization which by 1970 will see three out of four Americans living in about two hundred centers. The forces which are causing this revolution are having, and will continue to have, profound effect upon the schools and school relationships (West, 1966, p. 19).

West implied that change is also happening in the community through a rise in public employment. More individuals today are engaged in public employment jobs, hence, new federal and state policies are being developed. Teachers, as other public employees, are beginning to desire a place in the decision-making process. When better working conditions are achieved, better school programs will occur.

> The teachers' union is attempting to transfer procedures developed in the industrial segment to education, with all the trappings and precedents which have been developed in industry since the passage of the Wagner Act. On the other hand, professional associations are attempting to learn what they can from the experience in the industrial area, but recognizing that modification must be made to relate the process to the public school settings (West, 1966, p. 24).

Hence, a major problem involving teacher negotiations might be the ability to evaluate previously used union techniques in relation to the educational goals.

Goode (1961) expressed the changes that have occurred in the professional segment of the industrial society. Occupations have changed drastically during the past several decades. Far more individuals are engaged in white collar occupations and are seeking professional status. Goode generated the question, could an occupation which was not previously considered to be a profession develop such status?

> Any traits used in the definition of the term 'profession' must be conceived as variables, forming a continuum along which a given occupation may move. Instead of the dichotomy of 'professional-non-professional' we use the variable of 'professionalism' and we may ask how far an occupation has moved in the direction of increased or decreased professionalism (Goode, 1961, p. 307).

He elaborated on two basic components which appeared to identify an organization as a profession. "These two are: (1) prolonged specialized training in a body of abstract knowledge, and (2) a collectivity or service orientation" (Goode, 1961, p. 308).

Knowledge for the professional must represent theory. Theory, in turn, must be applicable to the problems which confront the professional. The professional in the field must not only recognize that such a body of knowledge exists but must also possess a need to continually acquire new techniques. The professional must be capable of making final judgments concerning the validity of existing knowledge.

Goode (1961) refers to collectivity as service orientation which means professional decisions are client-centered. The search for truth sometimes requires material sacrifices in order to advance the profession.

> The service orientation also means that the profession spends both time and money in seeking superior candidates and giving them better training, even though this increases competition in the field. Only to the extent that the society believes the profession is regulated by this collectivity orientation will it grant the profession much autonomy or freedom from lay supervision and control (Goode, 1961, p. 308).

As professionals engage in gainful employment, they seek both material and intrinsic rewards. It is the task of the professional community to develop a criteria of control that in effect rewards its members for maintaining intrinsic values.

There is no one set of rules that presently exist which account for the rise of an occupation to a professional status (Goode, 1966). The rise or fall of an occupation from the professional status seems to happen spontaneously. Hence, the changing characteristics of a profession should be embodied in the rules that govern such an occupation.

Clark (1963) in addition to Cogen (1966); Corwin (1972); West (1961); and Goode (1961) also viewed education as a changing force in our society. Clark (1963) attributed the occurrence of change with faculties in American colleges to the trend toward specialization. He believed that man, in general, had moved from a broad base of knowledge to more specific knowledge. The teacher of years ago transmitted knowledge concerning a wide variety of facts. Today, the college professor has changed from the transmitter of knowledge to the innovator of knowledge. He is much more of a specialist. This trend can also be observed in other professions.

> In his specialism, modern academic man is a case of professional man. We define 'profession' to mean a specialized competence with a high degree of intellectual content, a specialty heavily based on or with knowledge (Clark, 1963, p. 42.).

In order to accomplish this task, the profession must seek autonomy and a degree of freedom from lay control. Frequently this autonomy can be found in the authoritarian position maintained within a bureaucracy. In addition, specialization has, in a sense, become a form of personal authority according to Clark (1963). Personal authority at the collegiate level includes professional responsibility for money. That is, at one time it was only a college president who had any degree of financial authority. These various forms of personal authority lead to individualization of faculty members. Although faculty members belong to a group, they also have a very distinct individual identity.

> The role of faculty authority is shifting from protecting the rights of the entire guild, the rights of the collective faculty, to protecting the autonomy of the separate disciplines and the autonomy of the individual faculty member (Clark, 1963, p. 50).

By doing this a reverse effect has occurred which tends to minimize the need for a collective professional group; hence, the rise of a new kind of professional seems to be emerging according to Clark (1963).

> The modern large faculty, therefore, combines professionalism, federated structure, and bureaucracy--perhaps in a mixture never before evidenced in human history (Clark, 1964, p. 51).

The American Vocational Association

Burkett (1969) speaks of the accomplishments of the American Vocational Association (AVA) as an organization. Special reference is made to a particular project named "operation impact" which solicited funds from the membership to assist the AVA in developing a report for the National Advisory Council on Vocational Education. In addition, the AVA used these funds to affect legislation concerning the amended Manpower Development Training Act of 1966, (PL 90-636) and add new field staff members to the organization. Burkett's (1969) main point was that the AVA, as an organization, had to continue to work beyond the boundaries of vocational education.

> I think one of the most important tasks we have is to work with organizations outside the profession who are interested in vocational education (Burkett, 1969, p. 78).

Hence, several years ago the executive director of the AVA was projecting and advocating the adapting of this organization to occurring changes.

Evans (1972) stated that the prerequisites to professionalism with regard to vocational education were:

> A professional association made up of practitioners.
>
> A definition of the profession, including a statement of who is eligible to be considered a professional and who is not.
>
> A code of ethics to which the professionals are expected to adhere, and means for judging and expelling those who violate it most flagrantly.
>
> Mechanism for continued professional development of the membership.
>
> Means for improvement of working conditions in the profession (p. 22).

Evans (1972) attempted to equate how the AVA as a professional organization met this criteria. He believed that the AVA has accomplished the superficial objectives of a professional organization. That is, they do have an executive director, they have an organizational structure and they have a convention. However, the major problem relating to professionalism and the AVA lies with the membership. "Of more than 200,000 vocational educators in this country, about one-fourth are AVA members" (Evans, 1972, p. 22). Many vocational educators join the organization every other year or do not belong to any professional organization.

Evans (1972) believed that the AVA had been neglectful in establishing criteria of expectations for its members. "Oddly when a professional organization established rigorous requirements for new memberships, the membership often rises" (Evans, 1972, p. 22). AVA has allowed states and institutions to establish what is a professional through certification and accreditation. Evans (1972) further emphasizes this point by stating:

> Vocational education and the practical arts have had neither a set of criteria for membership nor a body to determine who may be admitted to the profession (p. 23).

In general, Evans (1972) believed that the AVA has been an effective organization for providing professional development and for assisting in the improvement of working conditions. The weakest area was in the establishment of criteria as to what is a professional and the development of an enforceable code of ethics.

Evans (1972) concluded by recommending that the AVA: (1) establish a more workable relationship with state and local associations, (2) define professionalism in terms of vocational education, and (3) establish "personalized" one-year and five-year plans designed to develop professionalism through state and local sponsoring of vocational education activities.

Nichols (1972) expressed that professionalism involved engaging in activities "beyond the call of duty." Vocational educators who accept this philosophy usually can be found participating in professional associations. Nichols (1972) claimed that one could question the commitment of vocational educators relative to professionalism since the AVA is representative of only one-fourth of the potential membership. Nichols (1972, p. 24) stated, "Obviously there is work to be done in advancing professionalism in vocational education." This goal is attainable basically through an effective state vocational association which represents the objectives of AVA.

Nichols (1972) stated five major goals for state associations: (1) organization and leadership, (2) public relations, (3) professional services, (4) legislation, and (5) membership.

If state organizations gear their work programs to articulate with the stated goals, then a network for developing professionalization will have been established.

> Leaders in state vocational associations today have the opportunity to advance professionalism to a degree never before possible (Nichols, 1972, p. 29).

Welsh (1972) looked at the local level and the professional performance of the teacher in the shop. He equated professionalism with the "attitude" of the teacher toward the students and program. Teachers who appear to be professionally oriented tend to have positive attitudes regarding educational tasks. They are receptive to change and find educational problems challenging. Welsh (1972) seemed to accept the concept that interpersonal commitment determined whether an individual was a professional.

> I believe that teachers join professional associations because they are interested and because of the responsibility they feel as members of their profession. In short, they join because they are professional, not to become professional (Welsh, 1972, p. 25).

One might be lead to believe that it is the non-member that needs the assistance and direction of a professional organization.

Grote (1971) stated some of the changes that have occurred in AVA during the past few years are: (1) the technical education division became a reality in addition to the establishment of the divisions of guidance and health occupations. This gave the board of directors three more vice presidents. Hence, a reorganization of the board has taken place which supports four subcommittees: (1) administration, (2) professional management, (3) membership, and (4) convention or public relations. This reorganization has provided for more effective board administration. It also allocated more time for the board to consider major issues in vocational education. Grote (1971) urged the board to become actively involved in issues facing both the AVA and vocational educators. Grote (1971, p. 11) stated, ". . . one of the major problems facing the future of vocational education in this country is the question of accreditation." He encouraged the AVA to support and sponsor professional activities related to the development of professionalism. Such projects as the initiation of professional development by sponsoring national seminars are a positive step according to Grote (1971). AVA as an organization must continue to support and become involved in legislative action. Grote (1971, p. 12) concluded by stating "The forecast for the future is confused by change--much of which will continue to challenge the integrity, the vitality and the wisdom of us all."

Gillie (1972) viewed the professional concerns of technical educators as dichotomous. That is, economic benefits and other unionistic endeavors which benefit the faculty are one category and those kinds of elements which improve instruction are another category.

> The former concerns are best served by such means as preservice and inservice education in both specialty coursework and teacher education content; faculty participation in associations concerned with those matters (such as the AVA); and keeping up to date in one's own field by selected reading visitations and discussions. . . . The other set of roles, related to employment conditions is most appropriately dealt with in organizations whose primary goal focuses on teacher salary and improvement of employment conditions (Gillie, 1972, p. 37).

To become professionally involved as a teacher means to support activities such as curriculum involvement which, in turn, affects the direction of the student. Preparing students to deal with social and work conditions best prepares him for a rewarding life.

Gillie (1972, p. 38) stated that the administrators professional role includes:

1. Serving as change agent for curriculum modernization and introduction of new ideas and practices.
2. Providing as adequately as possible for the facilities, equipment, and other instructional needs of the faculty.
3. Serving as agent for coupling instructional programs and the world of work.
4. Giving encouragement and tangible support to activities which contribute to the professional growth of faculty members.
5. Serving as agent to get students in and out of curriculums with maximum benefit to the students.
6. Serving as interface with the public at large.

Although faculty and administrators are two distinct groups, they have the common welfare of the students as a mutual objective. Therefore, separatism tends to diminish the need for professionalism according to Gillie (1972). A major force for promoting professionalism is the AVA. The technical division of the AVA has encouraged the growth of professionalism by sponsoring through state affiliated organizations many of the activities previously mentioned. Hence, Gillie (1972) believed the ultimate and necessary step in the definition of professionalism for vocational education would be membership in an organization whose concerns are dedicated to vocational education.

Stevenson (1972) saw professionalism happening in vocational research by the use of a "team approach."

> To be productive members of the organization--true professionals--does not mean that we must all agree on every question or that we must always see the same solution to a problem. Neither does it mean that we must dictate every decision or win every discussion. What professionalism does mean is that we have free and open discussion of every issue and that when a decision is reached, it provides the direction for the total team (p. 43).

Stevenson (1972) remarked that it frequently becomes difficult for researchers involved in decision-making not to start making decisions. He saw the practitioner as the maintenance individual and the researcher as the change agent. Both parties must be willing to compromise in the advancement of professionalism. Professionalism as viewed by Stevenson (1972) involved the identification of problems in vocational education along with the working together of the researcher and practitioner in a search of a meaningful solution.

It is hoped that this section has successfully developed a rationale for the purpose of this study. One could conclude from the review of authors that: (1) changes have been occurring in education during the past decade because of a variety of reasons, and (2) the American Vocational Association has also recognized that change in vocational education has affected the advancement of the profession. However, no previous attempt has been made by the AVA to measure the impact of change upon the professional orientation of the membership.

Bureaucratization

This section will attempt to establish that a systematic and theoretical approach to the study of organizations is a feasible approach.

The study of organizational or social theories can be traced to the work of Max Weber (1947). From this theory such men as Corwin (1965); Blau (1967); Punch (1969); and Hall and Tittle (1966) have expanded these concepts into a more researchable body of knowledge. In order to understand the work of such men, a brief review of the elementary concepts expressed by Weber (1947) should be reviewed.

Weber's (1947) work is highly influenced by his German background. His theory is basically classified into: (1) the study of natural science, and (2) the study of culture-social behavior. Weber (1947) believed in the assumption that a phenomena under study cannot include all the facts but usually contains those facts important to the researcher. His schema consisted of a description of the events under study, statement of facts that could be substantiated in theory and a comparison with other states whose theory is the same but include different facts. Weber's (1947) methodology in addition to the above was "normatively oriented." That is, individuals under study not only responded to the situation but attempted to conform to the norm.

Weber (1947) dealt with systematizing concepts by attempting to classify types of action and types of ideals of social relations. However, in each of the concepts, Weber (1947) failed to develop a process for evaluating the total system. Although there are shortcomings to Weber's theory, it has and still remains as a recognized body of knowledge with regard to organizational theory. It has frequently been used as a basis for the advancement of the concept of bureaucratization. An example of this is exhibited in the following work of Blau (1967).

Blau (1967) referred to Weber's (1947) ideal of social relations which essentially identifies the characteristics within a bureaucratic structure as: (1) distribution of duties, (2) hierarchy which exists within an organization, (3) rules that have been established to govern the system, (4) the organizational operations that are impersonal, (5) maintenance and securing of employment based on technical knowledge, and (6) an organization is capable of achieving a high degree of efficiency.

According to Blau (1967) there appears to be both a functional and dysfunctional result of Weber's theory. That is, an individual who would function within a structure as described above would be highly dedicated to the organization, have little rapport with co-workers and probably would desire to conceal mistakes which would result in an inefficient organizational operation. Hence, how a bureaucracy is structured to function and the actual process of operation frequently can be quite different. This is where Blau (1967) departs and expands upon the theoretical concepts of Weber (1947). Blau (1967) viewed other forces such as the relationship among co-workers as an important criteria in assessing bureaucratic efficiency.

> When we examine sufficiently small segments of bureaucracies to observe their operations in detail, we discover patterns of activities and interactions that cannot be accounted for by the official structure (Blau, 1967, p. 53).

Blau (1967) claimed that organizations because of the previously mentioned observations are constantly in the state of change, therefore, bureaucracy in order to maintain maximum efficiency must provide for flexibility.

Technology has provided the means of conducting needed investigation into organizations. Blau (1967) stated that this type of investigation is needed because: (1) it advanced knowledge in the field of sociology, and (2) because bureaucracy can threaten the democratic process by placing rigid control over people.

Dimock and Hyde (1961) are additional theorists who have expanded upon the concept of Weber (1947). They viewed hierarchy and professionalism as the major components comprising a formal organization. How these components distribute themselves, determines the nature of the organization. However, Dimock and Hyde (1966) warn that less measurable aspects as attitude of workers, morale and lack of communication within a hierarchical structure adds to the list, which tends to defeat the purpose of the bureaucratic structure. Dimock and Hyde (1961) appeared to agree with Blau (1967) by expressing the opinion that a lack of concern for human endeavor and total attentiveness to structure, status and hierarchy probably contributes the most to the ineffectiveness of a formal organization.

It seems apparent that organizational theory has moved from a body of knowledge concerned with emperical data supplied by formal organizations to a more people oriented approach. This would include a convergence of both a scientific and humanistic approach to the study of organizations.

At this point it becomes important to explore a technique that could be employed in the study of an organization.

The study of bureaucratization in schools is relatively young. Therefore, according to Punch (1969) it has the opportunity to avoid many of the difficulties experienced in the broad application of bureaucratization. Punch (1969, p. 44) believed that when one attempted to study a bureaucratic organization, the following definition should be incorporated:

> Firstly, bureaucracy, used globally in macroscopic, often historically and cross-cultural analysis, denotes the characteristically modern form of social organization: ours is the 'bureaucratic society'. . . .
>
> Secondly, bureaucracy refers in detail to the internal structure of organizations. . . .
>
> Thirdly, bureaucracy is used pejoratively to symbolize arbitrary power, inefficiency, red tape, and so on.

This definition allows for a more thorough scrutiny of what is inclusive of the term bureaucracy. Punch (1969) advocates the dimensional approach to the study of a bureaucracy as opposed to a total organizational approach. This procedure seemed to support his attempt to categorize the definition of a bureaucracy. The dimensional approach allows for important variables to be identified within a unique social structure. With this procedure it becomes important to determine: (1) how many dimensions exist within an organization, and

(2) how these dimensions vary. Punch (1969) attributed major errors in the study of a bureaucracy to the second concept. Many researchers do not look upon bureaucratic attributes as being continuous.

Instead of the researcher identifying the components to be studied within a particular structure, the individuals involved in the organization should assist in the identification of the variables to be studied. Punch (1969) expressed that it was possible to identify variables and develop an instrument to measure the continuous variables. He referred to the Organizational Inventory of Hall.

> This dimensional approach can be particularly useful in research when organizational structure is treated as an independent variable and factors such as conflict between professionals and non-professionals or interdepartmental relations are handled as dependent variables (Hall and Tittle, 1966, p. 267).

However, Hall and Tittle (1966) recognize that there are times in research when bureaucratization could be examined from a single concept. Research related to the study of the total organization is probably most applicable when comparing more than one bureaucratic structure. Under these circumstances it would be of importance to examine the "whole" and determine the similarities and difference which exist among the organizations. The main advantage of this procedure would be to develop cumulative scales common to many structures.

> The advantages to such a procedure are obvious: not only could bureaucracy be empirically studied as a totality, but the relative strength of each subdimension as a differentiating element could be specified (Hall and Tittle, 1966, p. 268).

Hall and Tittle (1966) argued that the type of technique used in the study of a bureaucracy should be determined by the nature of the problem. Hence, in this study the dimensional approach was employed to identify those components which appeared to be affecting the organization (AVA) under question.

Corwin (1965) is one of the more modern studies which attempted to research bureaucratization in public school settings. This study employed some of the techniques and concepts previously expressed.

Corwin (1965) hypothesized that teachers experienced consistent patterns of conflict between administrators and the control of the work situation. What is considered to be inconsistent behavior in one society may be acceptable in another form of society. In effect, what appears to define the form of a particular society is the rights and privileges established between the employer and employee. Hence, Corwin believed that in a society consisting of professional employees the problem is not between the individual and society but rather between the professional and the bureaucratic rules of the specified society. This dualistic conflict between teachers and the system has been apparent in education for sometime.

> The employee status of teachers has been reinforced first by a strong tradition of local, lay control over educators, and then by the subsequent growth of complex school systems, which have required more administrative control to maintain coordination (Corwin, 1965, p. 4).

Professional associations were originally formed (Corwin, 1965) to free the teacher from the type of control previously expressed. Hence, when dealing with professions which are public supported, it is not unusual in today's society to observe militant reaction. Teaching has experienced a "split personality" during this past decade according to Corwin (1965). This "split personality" refers to professional individuals as opposed to employee individuals. Professional educators desire a part in the decision-making process while employee educators are satisfied to be controlled by the bureaucratic and public situation. Corwin stated three components that could be considered when assessing an individual's educational position. "These principles include: (1) specialization of jobs, (2) standardization of work, and (3) centralization of authority" (Corwin, 1965, p. 5). Each may be considered as a separate continuum ranging from more to less bureaucratic involvement.

Frequently administrators evaluate teachers who are more specialized than the administrator resulting in resentment by the teacher. Standardization suppresses creativity on the part of the teacher and requires a high degree of conformity to the institution. This also can result in frustration.

Central authority assumes that a superior possess greater knowledge. This is not necessarily true in education, which was expressed previously. Based on the concepts expressed, Corwin developed and initiated a research project which was oriented to test the validity of the effects of bureaucratic structure.

In general, this study seemed to prove that such groups exist within the educational ranks (professional--employee oriented individuals). Those individuals with a high professional score had higher rates of conflict, while the employee oriented individual experienced less conflict. Hence, Corwin (1965) seemed to support the concept that bureaucratization does effect the individuals within its structure.

Role Theory

The approach used in this study analyzed various components that seemed to be affecting the American Vocational Association through the solicitation of attitudes from the membership. The membership is representative of a variety of educational bureaucracies. It was assumed these individuals had formed attitudes based on their exposures before entering teaching in addition to the type of bureaucratic structure experienced. Hence, it becomes important to review some of the role theorists who appeared to support the role concept under study.

The concept of roles and role theory still is in an infantile state as compared to the mature scientific fields. In fact, it can be argued whether role theory is a universally accepted concept. Most of the origin of role theory can be attributed to the theater for its development. Role analysts study the behavior of an individual, or a specific behavior of an individual or grouping of people who exhibit a particular characteristic according to Biddle and Thomas (1966). The role theorist viewed individuals as occupying a position and usually that position was governed by some form of a social norm. The individual, in a sense, "acts out" the part or role as he interprets the social situation.

> The role performance results from the social prescription and behavior of others, and that individual variations in performance, to the extent that they do occur, are expressed within the framework created by these factors (Biddle and Thomas, 1966, p. 4).

One of the major problems associated with role theory is the dualistic meaning of the language and terminology used. That is, traces of role concepts according to Biddle and Thomas (1966) can be associated with such men as James, 1890; Hall, 1891; and Dewey, 1899; yet it may be argued whether they were really role theorists (Biddle and Thomas, 1966). The confusion might be attributed to the fact that role is a part of the common language along with many of the terms that originated in role theory. Hence, it could be questioned if these gentlemen were referring to roles in the technical concept. However, from this vague beginning more definite ideas and terminology have emerged. The idea of a single concept is still a desired goal of the role theorist. Work still needs to be done in bridging the gap between the "common language" and scientific terminology. It is not unusual to associate role theory with other disciplines or it could be said that it represents an extremely large body of knowledge. Many theories and hypotheses can be associated with role theory. The major task or challenge that probably can be achieved by the role theorist would be to organize, review and evaluate what has been written about role theory.

> Role theory is probably on the threshold of recognition as a specialized field, but its claim to such accord should be validated by further specification of its domain in inquiry, by clarification and extension of its language, and by organization, review, and integration of its knowledge and theory (Biddle and Thomas, 1966, p. 19).

Getzels and Guba (1964) appeared to confirm this conclusion by the following statement:

> Although the concept of role and role conflict have received increasing attention in recent years, achieving the status of central constructs in the work of Parson (1951) and Shils (1951) and others, they have remained theoretical terms largely untried by realistic experimental application (p. 164).

Stouffer and Toby (1951) are examples of individuals who attempted to develop a model for assessing role conflict operating within informal social controls. In addition, they sought to study social norms and personalities. They hypothesized that individuals tend to have a predisposition toward solutions involving role conflicts. If this assumption is a truism then a tendency would exist to transfer behavior from one role conflict to another. That is, there are two types of relationships that Stouffer and Toby (1951) believed existed: (1) intimacy between the individuals within a given situation, and (2) behavior toward humans or social obligations. Some individuals are predetermined to select one over the other.

Stouffer and Toby (1951) developed a questionnaire which attempted to determine if individuals could be classified into the previously described categories.

> Our study suggests that it is possible to classify people according to a predisposition to select one or the other horn of a dilemna in role conflict (Stouffer and Tody, 1951, p. 494).

They point out that their attempt to prove the concept has been very meager and is in need of much research. However, their theory does have implications toward the advancement of theory which includes institutions and the personalities of people within the institutions. There is a need to examine the structure of an institution along with the interaction of personalities. Stouffer and Toby (1951) believed this type of research could also have implications for leadership models; since, leadership has an effect on role conflict. They encouraged researchers to employ other methods of investigating previously described concepts.

> Eventually, we may have role playing situational tests, involving nonverbal as well as verbal behavior, which will be useful in the selection and training of leaders (Stouffer and Toby, 1951, p. 494).

Whether the concepts put forth by Stouffer and Toby (1951) have reached full maturity could be subject to scrutiny.

Getzels and Guba (1964) formalized role theory to include a broader definition. They described three basic terms in defining role theory: (1) actors (an abstraction of personality and roles), (2) roles (expectation of the individual), and (3) personalities (the developed system which deals with the awareness of different roles). Conflict could develop when an individual (actor) is expected to fulfill several roles inconsistent with expectations. Confused, the actor either selects an alternative approach or chooses one role over the other. As he fails to meet the expectations of the roles, he begins to be viewed by management as inefficient.

> The severity of role conflict is dependent on two factors. One is the relative incompatibility of expectations between roles. . . .The other factor determining severity of role conflict is the rigor with which expectations are defined within a given situation (Getzels and Guba, 1964, p. 165).

An additional factor which should be considered is the personality of the individual. That is, one role may have several actors all having the skills to fulfill the role, however, how this individual interacts can contribute to role conflict. The definition of the role is usually determined by the conceived structure of the social situation. When dealing with formal social systems or formal organizations, the concept of status and hierarchical settings frequently are associated with the rigor of the role. Closely associated with hierarchical settings are rules and regulations established by the formal organization.

> The term 'institution' has received a variety of definitions, but for our purposes it is sufficient to point out that all social systems have certain imperative functions that come in time to be carried out in certain routinized patterns. These functions--governing, educating, policing, for example--may be said to have become 'institutionalized' and the agencies established to carry out these institutionalized functions for the social system as a whole may be termed 'institution' (Getzels and Guba, 1957, pp. 424-425).

Hence, the institution with its roles and expectations represent the social situation. However, of equal importance are the individuals (actors), and the personalities (function of need disposition) who comprise the social behavior within the institution. Getzels and Guba (1957) terms the former as nomothetic (normative) activity and the later the idiographic dimension. Figure 1, taken from Getzels and Guba (1957, p. 429), diagrams the prior explanation.

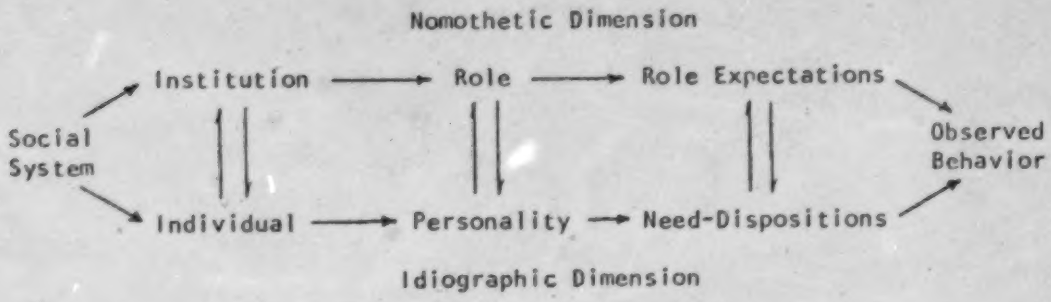

Figure 1. General Model Showing the Nomothetic and Idiographic Dimensions of Social Behavior

When individuals or actors perform to role expectations, then it is assumed that little role conflict is identifiable and that adjustment has occurred with regard to the institution. If at the same time, in performing the role expectations, he fulfills personal needs, then it could be assumed that interaction and integration had occurred. Hence, an individual should be both adjusted and integrated to perform at maximum capacity. In this way he fulfills the nomethetic and idiographic dimensions of a social system. When this is not in balance, inefficiency happens.

Bloom, Gillie and Leslie (1974) recognized that conflict in roles could exist within the ranks of the two-year colleges.[*] That is, the goals and objectives of the administrators could differ from that of the faculty (nomothetic dimension, idiographic dimension). This would result in the development of dichotomous roles (Bloom, Gillie and Leslie, 1974). These researchers proceeded to design and study to, in fact, determine if such dichotomous roles were in existence in community colleges in Pennsylvania. The concept of utilizing identifiable demographic variables was one of the approaches employed in determining faculty roles.

Bloom, Gillie and Leslie (1974, p. 61) stated four major forces which contribute to role establishment:

> His perception of the goals of his institution, his perception of the implications of the behaviors and attitudes of those faculty members with whom he associated daily, his perception of the behaviors and attitudes characteristic of members of his reference group, and the value of perspectives derived from his past experiences.

If these forces required different behavior, then an individual could encounter role conflict. This role conflict might in effect prove detrimental to the goals of the two-year colleges.

> The problem facing community colleges, then, is to devise a means of reducing such incongruences between the desires of the faculty and the goals of the organization (Bloom, Gillie and Leslie, 1974, p. 66).

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[*] The term two-year college as used by Bloom, Gillie and Leslie, 1974 refers to institutions which offer one and two-year post-secondary curricula.

In general, the results indicated that faculty members in community colleges did exhibit ambivalence toward established goals which, in turn, increased role conflict. What is of importance in this study was the attempt to empirically measure attitudes regarding professional beliefs through statistical application.

CHAPTER III

PROCEDURES

Population and Sample

The sample in this study is representative of the American Vocational Association which is the defined population. However, it might be questioned whether the AVA is characteristic of all vocational educators since it represents but one-fourth of vocational educators in the United States.

The American Vocational Association is a federation of state vocational associations devoted to the promotion of vocational education in the United States of America.

> The AVA was founded in 1925 and is an independent organization, not affiliated with the Federal government, or any other professional association. The association does, however, work closely with representatives of dozens of professional and trade associations, the Federal government, the Congress, and other key policy and decision makers (AVA Bylaws and Articles of Incorporation, Foreward, 1973).

Since vocational education is representative of a variety of occupational groups, the AVA attempts to classify these groups into the following categories (see Table 1): agriculture, business and office, distributive, guidance, health occupations, home economics, industrial arts, technical, trade and industrial, manpower training, research, instructional materials, related subjects, personnel development, administration and others. These occupational groupings are referred to as divisions within the structure of the American Vocational Association. In addition to divisional grouping, the membership list is comprised of:

> . . . teachers, supervisors, administrators, researchers, curriculum specialists, guidance counselors, and manpower specialists. Members also come from business, industry, and labor, advisory committees, school board members, and other outside the field of professional education (AVA Bylaws and Articles of Incorporation, Foreward, 1973).

Hence, the AVA structure maintains in addition to divisions; departments, positions and membership types. The AVA membership report as of June 30, 1974, lists a paid membership of 53,015 (see Table 3).

Stratified random sampling was used in order to avoid biases and to ensure that the sample was truly representative of the population under study. Stratified sampling identifies homogeneous groups within a given or defined population (Guilford, 1956). The American Vocational Association maintains such homogenous grouping as exemplified by the divisional structure. It is of importance that investigators determine what homogenous variables of the defined population could possibly affect or bias the results. In this study divisional groupings were identified as such a variable. Once the variable was recognized the subgroups were described. Proportional representation of the subgroups were randomly selected to comprise the population, once sufficient sample size was determined. In this study a sample size of 687 was selected with proportional divisional representation of the membership (Krejcie and Morgan, 1970). Table 1 documents the stated procedure.

Table 1

Stratified Sample Listing

Division	POPULATION Members	POPULATION Percentage	SAMPLE Members	SAMPLE Percentage	SAMPLE RESPONSE Percentage
A - Agriculture	9,092	.17429	120	.17429	68
B - Business and Office	5,309	.10177	70	.10177	71
D - Distributive	3,196	.06127	42	.06127	76
G - Guidance	1,866	.03577	25	.03577	72
O - Health Occupations	2,196	.04209	29	.04209	55
H - Home Economics	9,653	.18505	127	.18505	69
I - Industrial Arts	1,232	.02362	16	.02362	69
E - Technical	1,770	.03393	23	.03393	61
T - Trade and Industrial	2,724	.24392	168	.24392	73
X - Manpower	1,256	.02408	17	.02408	65
R - Research	186	.00357	2	.00357	100
M - Instructional Materials	103	.00197	1	.00197	0
S - Related Subjects	369	.00707	5	.00707	80
P - Personnel Development	15	.00029	0	.00029	0
Z - Administration	1,370	.02626	18	.02626	72
W - Others	1,828	.03504	24	.03504	75
Totals	52,165	.99999 (100%)	687	.99999 (100%)	

Table 2

Stratified Sample Subdivision Listing

DEPARTMENTS	Members	Percentage	POSITIONS	Members	Percentage
A - Adult	22	.03202	A - Administrator	40	.05822
B - Secondary	450	.65502	B - Advisory Committee Member	1	.00146
C - Post-secondary	121	.17613	D - Board Member	3	.00437
D - Supervision and Administration	39	.05677	C - Consultant	4	.00582
E - Research and Evaluation	2	.00291	E - Coordinator	59	.08588
F - Teacher Education	23	.03348	K - Counselor	15	.02183
G - Related and Special Programs	11	.01601	S - Supervisor	21	.03057
H - Affiliated with all Departments	9	.01310	T - Teacher	512	.74527
Z - Not on Membership Application	10	.01456	X - Teacher Education	13	.01892
			O - Other	17	.02475
			P - Not on Membership Application	1	.00146
			R - Not on Membership Application	1	.00146

Table 3

AVA Membership Report for 1973-74 Ending June 30, 1974

Year 1972-73	Year 1973-74	Divisional Affiliation	Members of Record for Previous Year Who Did Not Renew 1972-73	Members of Record for Previous Year Who Did Not Renew 1973-74
9,063	9,092	A - Agriculture	0	15,085
5,076	5,309	B - Business and Office		
3,190	3,196	D - Distributive		
1,744	1,866	G - Guidance		
1,818	2,196	O - Health Occupations		
8,998	9,653	H - Home Economics		
1,277	1,232	I - Industrial Arts		
1,805	1,770	E - Technical		
13,304	12,724	T - Trade and Industrial		
1,109	1,256	X - Manpower		
188	186	R - Research		
100	103	M - Instructional Materials		
282	369	S - Related Subjects		
0	15	P - Personnel Development		
0	1,370	Z - Administration		
2,135	1,828	W - Others		
967	850	U - Unclassified		
51,056	53,015			

Total plus 1,716 life members (1972-73) equals 52,772 total membership
Total plus 1,808 life members (1973-74) equals 54,823 total membership

Instrument

The variables under study are unique to the American Vocational Association; hence, no prior instrument of attitude assessment had been established for securing the specified data. Since the nature of the study was to assess the attitudes of the AVA members regarding identifiable variables, it became necessary to construct an instrument that would be capable of accomplishing the stated task. Therefore, an attitude mail questionnaire became the intended design of the instrument to be used in this study.

> Most definitions seem to agree that an attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli (Oppenheim, 1966, p. 105).

Although the mail questionnaire is not as efficient as the personal interview, it does provide an effective means for collecting data distributed over a wide geographic area and also for a much larger sample size (Oppenheim, 1966).

The first sequence in the development of the questionnaire was to determine what variables were critical to the American Vocational Association as an organization. Hence, a panel of professional AVA members, holding formalized positions in this organization, acted as the nucleus for the identification and development of the questionnaire. The following variables were identified in order of importance as having a direct effect on the AVA: (1) policy components, (2) federal legislation, (3) communication with members, (4) collective bargaining, (5) intradisciplinary fields, (6) state legislation, (7) accreditation, and (8) certification.

It became of extreme importance to secure attitudes from the membership regarding the perception of the identifiable variables. Once the variables were identified, questions were designed. The number of questions designed in each area was determined by the assumed degree of importance to the AVA. Closed questions were used in order to extract a quicker answer, hopefully resulting in a better response rate. Each item developed was either (1) an attitude continuum statement likert-type, or (2) a rank order statement which attempted to show the relationship to a common issue. It should be noted that the rank order questions did not express the difference between the ranks but only the sequence.

Wording of the questions was carefully constructed in order to avoid biasing the results. That is, leading questions with loaded words were avoided. Sentences were kept short, uncomplicated and the use of double negatives was avoided. All wording was geared to articulate with the verbal understanding of the sample studied. In fact, one of the assumptions was that the members in the sample had sufficient knowledge to express valid responses.

Once the questions were designed, an informal pre-test was conducted with teacher educators and graduate students (N-30) from the Department of Vocational Education, The Pennsylvania State University. Based on the results of this pre-test: (1) questions were deleted and revised, and (2) a time limit of approximately 15 minutes for completion of the questionnaire was determined. All items were reduced to a total of 21 "likert-type" statements and four rank order items. This was the process used in establishing face validity. Scoring was from completely agree (5) to disagree (1) for the "likert-type" items. The rank order items consisted of the sequential ranking of five concepts for each statement.

After the initial pre-test an additional pilot test was conducted in order to establish reliability. The pilot test consisted of two groups of vocational educators who were believed to have similar backgrounds and attributes as the sample group selected. The groups were identified as inservice trade and industrial vocational educators (N-25) and inservice home economic educators (N-25) for a total of 50 in the pilot test. A Guttman's Lambda--three index of reliability score of .60 (test-retest)--was obtained on the pilot testing of the instrument.

> Generally reliability coefficients of .90 or over are required for a test to be considered a reliable measuring instrument. This level is reached by most standard aptitude and achievement tests. In some of the areas that are more difficult to measure, such as personality, reliability coefficients typically range from .60 to .80. Such measures, although of limited value for individual diagnosis or prediction, can be very useful in research studies where analysis is concerned with groups rather than individuals (Borg and Gall, 1971, p. 360).

The questionnaire was mailed to the 687 members selected for the sample. The first mailing occurred after the 1974 Christmas holidays in order to prevent initial contact at an inconvenient time. A letter was enclosed with each instrument which explained the purpose of the study and the reason for the questionnaire. Two additional follow-up letters were sent at three week intervals requesting a response. The total number of responses was 480 or a 70 percent return.

In addition to the questionnaire, an information sheet was attached which requested information regarding demographic data from the sampled members. It was believed that such data would be of importance in determining how each member viewed the variables identified in the questionnaire. If such a relationship did exist, then the perceptions of the AVA members concerning the items in the questionnaire would be diversified indicating that subgroups existed within the organization which were exhibiting conflict as to professional opinions.

Essential Data

Independent Variables

The data collected in this survey are unique to the group under study. Using the theory of Punch (1969) regarding bureaucratization, the following issues were identified as predictive variables affecting the American Vocational Association.

The eight issues or concepts affecting the AVA and identified in this study as independent variables are indicated below.

Policy Components. This concept investigated the potential purposes of the AVA, fringe benefits that could possibly be offered by this organization to its membership, affiliation with various divisional grouping within AVA, the role the AVA should assume with state associations, and the present orientation of the AVA toward vocational instructors.

Federal Legislation. This concept explored the degree of responsibility the AVA had to its members for: interpreting federal laws relative to vocational education, the degree of involvement in the origin of federal legislation, how the AVA should become involved in federal legislation, and how effective the AVA has been in influencing previously passed federal legislation.

Communication With Members. This was identified as a critical area in order to test how effectively the AVA has been in transmitting the work accomplished by this organization to its members, in addition to the members having adequate means for providing input. Areas which were of importance to the communication process were: the effectiveness of communication through state sponsored activities, opportunity for members to contribute to the AVA, the possible use of a newsletter to improve communications and the number of times the *American Vocational Journal* should be published in transmitting the messages that needed to be communicated.

Collective Bargaining. This issue has become, during the past decade, critical to national education organizations. Since the AVA does not actively support this concept, it seemed important that opinions should be solicited from the membership regarding the direction AVA should contemplate concerning: national work stoppage, providing legal services and whether the AVA should work toward the total support of collective bargaining.

Intradisciplinary Fields. This assesses the AVA membership regarding: the commitment by the membership to belong to other professional educational organizations, opinions about union type educational organizations and the seeking of membership in the AVA by academicians.

State Legislation. This issue was similar in nature to the concept of federal legislation with the exception of the underlying assumption that as an organization AVA should forcefully work for the passage of state legislation. Hence, the sample was asked directly if the AVA should assist vocational leaders in their attempts to influence state legislation for vocational educators.

Accreditation. This issue was tested in the statement which asked the sample if accreditation was a real topic of concern for the AVA. Accreditation was identified as a possible issue to the AVA because of the diversified requirements throughout the country regarding vocational education and this concept.

Certification. Certification in vocational education is another issue which varies from state to state, making unification of educational requirements for vocational positions impossible. Therefore, in structuring a statement for this issue members were asked to respond to the involvement of the AVA to influence states regarding the establishment of criteria for certification.

Dependent Variable

The criteria variables have been identified through the use of demographic data. It was hypothesized that certain predetermined exposures by vocational educators (demographic data) could be predicted by the above independent variables. Bloom, Gillie and Leslie (1969-73) identified variables such as type of institution, age of faculty, and highest degree held as demographic data which was believed to be predicted by the role or position of the faculty member within a specified post-secondary institution. Hence, in their study such vital statistics did play an important part in the researching of the hypothesis. This type of information is also included in this study in addition to several other demographic variables which could influence the ways individuals within the sample answered the statements concerning the described issues. The specific demographic variables identified in this study are:

1. Highest level of education achieved by a vocational educator.
2. Type of educational structure in which a vocational educator is employed.
3. The annual salary of vocational educator.
4. The number of professional organizations in which vocational educators currently hold membership.
5. The number of years employed in vocational education.
6. The chronological age of the members.
7. Membership in union-type organizations.
8. The total number of noneducational work experience before entering the educational field.
9. Attendance at the American Vocational Association National Convention since 1970.
10. The number of state activities attended annually.

Analysis

Because of the concepts under analysis, several statistical methodologies have been employed. Multiple Regression Analysis (MRA) has been used to assess: the relationship between age, level of academic education, number of professional organizations the sample belonged to, number of years employed in vocational education, the number of noneducational work experiences, annual salary, frequency of attendance of an AVA national convention since 1970, number of state activities attended annually and the issues believed to be of critical importance to the American Vocational Association. Analysis of variance was employed to determine if there was a difference in the identified components among the various types of educational structures which the sample represented. The rank order items on the questionnaire (9, 10, 18, and 25) were reported or calculated by percentage of response only. Specifically, question 1 through 8 employed Multiple Regression Analysis, question 9 used analysis of variance, with frequency distributions and percentages being used to answer questions 10 and 11.

Multiple Regression Analysis

This particular statistical application was used to test the contribution of the independent variables on the dependent variables with relation to the total variance. In addition, it determined the contribution of each independent variable while holding constant the other variables. This type of contribution is only meaningful to the variable in the model. If variables are altered by the addition or subtraction of such, it results in the redistribution of the explained variables.

The F distribution was employed to test the signficance of the total multiple R (k and N-k-1 degrees of freedom). An alpha level of .05 was established as a test of chance occurrence of multiple R.

Hence, it was assumed by using this procedure that the test of the general null hypothesis was that all k partial regression coefficients were equal to zero.

Specifically, the multiple regression model used in this study consisted of:

$y = b_o + b_1 x_1 + b_2 x_2 + \ldots + b_k x_k + e$

y = dependent variable

$x_1, x_2, \ldots x_k$ = independent variable

$b_o, b_1, b_2, \ldots b_k$ = partial regression coefficients

e = error term

The following assumptions when using MRA are (Li, 1969, p. 95):

1. Each array of Y of the population follows the normal distribution.
2. The regression of Y on $x_1, x_2, \ldots x_k$ is linear.
3. The variances of all arrays of Y on the population are equal.
4. The samples are drawn at random.
5. The X values remain constant for all samples.

This package MRA program was written by M. C. Hallberg (1969) under the title of QSASE. It is available from The Pennsylvania State University Computation Center.

Analysis of Variance

The assumptions underlying the analysis of variance are essentially the same as those developed for the t-test. However, when two or more means or groups are to be tested an analysis of variance is applicable.

> It frequently happens in research that we obtain more than two sets of measurements on the same experimental variable, each under its own set of conditions, and we want to know whether there are any significant differences among the sets. We could, of course, pair off two sets at a time, pairing each one with every other one, and test the significance of the difference between means or other statistics, in each pair (Guilford, 1965, p. 268).

The results of such a statistical application yields an F-ratio. That is, it expresses the ratio between groups' variance to within group's variance. "If the F ratio is statistically signfficant, the research can do t-tests to determine which group means differ significantly from one another" (Borg and Gall, 1963, p. 308). Such an available t-test for multiple comparision is the Newman-Keul and will be used in this study. A .05 probability level was chosen to determine the statistical significance of the F-ratio.

It should be noted that frequency distributions and percentages are also used in this study. That is, contingency tables, are given with observed frequencies and percentages by row and columns. In addition, graphic charts display the percent of response to specified items.

CHAPTER IV

FINDINGS

Introduction

Each question as expressed in the Statement of the Problem is reported in this section of the investigation. Statistical data are presented in table form and reported only to the extent of developing an understanding for the evaluation of the questions being investigated. Total evaluation and conclusions of the information presented in this section will be discussed in a later chapter.

Before reporting the findings on the specific questions, the reliability of the instrument was determined using the actual sample. Guttman's Lambda-3 index of reliability was computed on the total sample returned (N=480) and found to be .76 which was an improvement over the .60 obtained during the pilot testing of the instrument. This probably resulted because of the smaller sample size (N=50) used in the pilot test.

Table 4 descriptively expresses valuable data concerning the independent and dependent variables used in this study. These variables conceptualized, developed and tested have provided the baseline data used in the decision-making process for this study. Table 4 displays the means, standard deviations and the standard error of mean for each of the generated variables. These data should provide a rationale for statistical usefulness. Tables describing the zero-order correlations among the variables and the

Table 4

Means, Standard Deviations and Error of Measurement for the Twenty-Nine Variables of the Total Sample

Variables		Total Sample (N-480)		Standard Error of
No.	Name	X	SD	Mean
1	Age of Member	30.79	12.14	0.55
2	Level of Education	3.21	1.15	0.05
3	Professional Organizations Currently a Member	4.35	2.69	0.12
4	Year Employed in Vocational Education	10.29	8.50	0.39
5	Work Experience Before Entering Field	7.82	9.42	0.43
6	Annual Salary	13,153.49	7,156.97	326.67
7	Attendance at a National Convention Since 1970	1.29	0.49	0.02
8	State Vocational Activities Attended Annually	3.21	3.35	0.15
9	Federal Legislation	3.73	1.12	0.05
10	Collective Bargaining	2.09	1.38	0.06
11	Collective Bargaining	2.91	1.46	0.07
12	State Legislation	4.05	1.13	0.05
13	Communication	3.76	1.22	0.06
14	Communication	2.38	1.21	0.06
15	Intradisciplinary Affiliations	3.44	1.31	0.06
16	Accreditation	1.81	1.23	0.06
17	Collective Bargaining	3.07	1.49	0.07
18	Federal Legislation	2.75	1.49	0.07
19	Policy Components	2.88	1.41	0.06
20	Policy Components	1.42	1.10	0.05
21	Policy Components	3.20	1.34	0.06
22	Certification	3.12	1.38	0.06
23	Intradisciplinary Affiliations	1.22	0.75	0.03
24	Policy Components	3.52	1.22	0.06
25	Federal Legislation	2.42	1.58	0.07
26	Communication	2.64	1.35	0.06
27	Policy Components	2.65	1.19	0.05
28	Intradisciplinary Affiliations	2.06	1.28	0.06
29	Policy Components	3.37	1.26	0.06

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[a] Variables 1-8 are used as the dependent variables with the MRA questions.

[b] Variables 9-29 are used as the independent variables with the MRA questions

full model Multiple Regression Analysis have not been included in the reporting of the information because of their length. However, these data can be secured upon request from The Pennsylvania State University, Department of Vocational Education, University Park, Pennsylvania.

Question 1

What is the relationship between age and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

Multiple Regression Analysis was conducted to determine the amount of predictive information that could be obtained from the 21 independent variables (see Table 5).

The F-ratio with k and N-k-1 degree of freedom tested the significance of the overall multiple R. This procedure assumed the test of the null hypothesis that all partial regression coefficients are equal to zero. The F-ratio was derived through the use of the formula of driving the mean square regression (MSR) by the mean square error (MSE). Since the overall F-ratio in this model was equal to 1.098, it was not significant at .05 which was previously established as the level of significance. Hence, the null hypothesis was retained and no further analysis was utilized in attempting to answer this particular question.

Table 5

Summary of the Full Model Multiple Regression Analysis Used in Questions One Through Eight (N=480)

Question Number	Standard Error of Estimate	Multiple Correlation (R^2)	Coefficient of Determination $(\bar{R}^2)^a$	Overall F-Ratio $\frac{(MSR)}{(MSE)}$
1	12.1148	0.0479	0.0043	1.098
2	1.1017	0.1233	0.0831	3.0676*
3	2.5817	0.1161	0.0756	2.8643*
4	8.1348	0.1245	0.0844	3.1017*
5	9.3016	0.06793	0.02519	1.5896
6	6838.8706	0.1269	0.0869	3.1712*
7	0.4678	0.1328	0.0930	3.3398*
8	3.2583	0.0970	0.0556	2.3418*

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[a] Adjusted for degrees of freedom.

*Significant at .05 level.

Question 2

What is the relationship between the level of academic education of the membership and the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

Multiple Regression Analysis was employed to answer Question 2. The same procedure was followed as previously explained in determining the F-ratio. The F-ratio (Table 5) was equal to 3.0676 and found to be statistically significant at the .05 level. Since the F-ratio was significant further analysis using the step down procedure was conducted (see Table 6). This procedure determined which variables contained the most information which could be useful for prediction. The restricted model omits one independent variable with each regression computation. This is based on the assumption that the independent variable eliminated contributed the least to the prediction. This process continued until the remaining variables on the regression coefficients are significantly different from zero at the .05 level.

The F-ratio calculated for the restricted model was equal to 17.5067 which was significant beyond the .05 level. The multiple correlation (R^2) was equal to .0994. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0937. Hence, the independent variables which contributed most significantly accounted for approximately ten percent of the total variance. The restricted model revealed that three variables on the questionnaire: (1) intradisciplinary

Table 6

Regression Analysis Between the Three Independent Variables in the Restricted Model and the Dependent Variable, Level of Academic Education (N=480)

Variables Number	Name	Partial Regression Coefficient	Standard Error	Student "t"
15	Intradisciplinary Affiliations	0.2245	0.0390	5.75*
17	Collective Bargaining	-0.1355	0.0341	3.97*
28	Intradisciplinary Affiliations	0.0940	0.0397	2.37*
	Intercept	2.6684	0.1728	
Standard Error of Estimate		1.0953		
Multiple Correlation		0.0994		
Coefficient of Determination $(\bar{R}^2)^a$		0.0937		
Overall F-Ratio $\frac{(MSR)}{(MSE)}$		17.5067*		

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[a] Adjusted for degrees of freedom.

*Significant at the .05 level.

affiliations, Item 7; collective bargaining, Item 11, and intradisciplinary affiliations, Item 23 were concepts which contributed most to academic levels of education.

Question 3

What is the relationship between the number of professional organizations in which current membership is held and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

The (MRA) full model summary presented in Table 5 displays the results of the relationship between the 21 independent variables and the criterion variable. The overall F-ratio for the full model was equal to 2.8643 which was significant at the .05 level. Once again, following the same procedure, a restricted model was calculated to determine which independent variables contributed most significantly to the dependent variable.

The restricted model is presented in Table 7. This model yielded an F-ratio of 16.9810 which was significant beyond the .05 level. The multiple correlation (R^2) was equal to .0967. The adjusted coefficient of determination (R^2) was equal to .0910 showing an increase over the full model coefficient of determination (.0756). The restricted model's coefficient of determination accounted for approximately nine percent of the explained variance. The following variables on the questionnaire appeared to contribute most significantly

Table 7

Regression Analysis Between the Three Independent Variables in the Restricted Model and the Dependent Variable, Number of Professional Organizations in Which Current Membership is Held (N=480)

Variables Number	Name	Partial Regression Coefficient	Standard Error	Student "t"
15	Intradisciplinary Affiliations	0.5617	0.0917	6.13*
22	Certification	-0.2190	0.0873	2.51*
28	Intradisciplinary Affiliations	0.2445	0.0936	2.61*
	Intercept	2.5978	0.0479	
Standard Error of Estimate		2.5615		
Multiple Correlation		0.0967		
Coefficient of Determination $(\bar{R}^2)^a$		0.0910		
Overall F-Ratio $\frac{(MSR)}{(MSE)}$		16.9810*		

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[a] Adjusted for degrees of freedom.

*Significant at the .05 level.

to the number of professional organizations in which current membership is held; intradisciplinary affiliations, Item 7; certification, Item 14 and intradisciplinary affiliations, Item 28.

Question 4

What is the relationship between the years employed in vocational education and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

Question four followed the same pattern as the first three questions except for the dependent variable. The results of the (MRA) full model between the 21 independent variables and the years employed in vocational education is shown in Table 5. The significance of the total relationship was computed through the application of the F-ratio. The calculated F-ratio for the full model was 3.1017 which was significant at the .05 level. Hence, the restricted model was applied in order to discriminate which independent variables were most predictive of the criteria variable, years employed in vocational education.

The F-ratio in Table 8 for the restricted model was equal to 15.9223 which was significant beyond the .05 level. The multiple correlation (R^2) for this model was equal to .0912. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0855 which was a slight increase over the full model coefficient of determination (.0844). The restricted model accounted for approximately nine percent of the explainable variance.

Table 8

Regression Analysis Between the Three Independent Variables in the Restricted Model and the Dependent Variable, Years Employed in Vocational Education (N=480)

Variables Number	Name	Partial Regression Coefficient	Standard Error	Student "t"
15	Intradisciplinary Affiliations	1.0934	0.2928	3.73*
17	Collective Bargaining	-0.8155	0.2522	3.23*
25	Federal Legislation	1.0633	0.2414	4.40*
	Intercept	6.4531	1.2717	
Standard Error of Estimate		8.1299		
Multiple Correlation		0.0912		
Coefficient of Determination $(\bar{R}^2)^a$		0.0855		
Overall F-Ratio $\frac{(MSR)}{(MSE)}$		15.9223*		

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[a] Adjusted for degrees of freedom.

[*] Significant at the .05 level.

Upon inspection, the independent variables on the questionnaire which were significant at the .05 level in the restricted model were: intradisciplinary affiliations, Item 7; collective bargaining, Item 11; and federal legislation, Item 20. It might be noted that policy components, Item 14 on the questionnaire was significant in the full model but failed to contribute significantly in the restricted model.

Question 5

What is the relationship between the years of noneducational work experience and perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

The (MRA) full model was used in answering Question 5 and a summary can be found in Table 5. This model accounted for approximately three percent of the total variance as displayed by the adjusted coefficient of determination (.02519). The F-ratio was computed and found to be equal to 1.5896 which was not significant at the .05 level. Hence, no further statistical analysis was conducted with the stated question. It might be assumed from the results displayed in the full model that the independent variables did not contribute significant information to the total variance, years of noneducational work experience.

Question 6

What is the relationship between annual salary and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

This question investigated the contribution of the 21 dependent variables to the criterion variable. An inspection of the overall F-ratio which was equal to 3.1712 (Table 5) was significant at the .05 level. An application of the (MRA) full model indicated that several of the independent variables could be contributing significantly to the dependent variable.

The restricted model (Table 9) was then computed which yielded a multiple correlation (R^2) equal to .1070. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0966 which accounted for approximately ten percent of the total variance. The overall F-ratio was 9.5334, which was significant at the .05 level. The following isolated independent variables on the questionnaire appeared to contribute most significantly to the criterion variable: state legislation, Item 4; intradisciplinary affiliations, Item 7; federal legislation, Item 10; and policy components, Item 24. It should be noted that although state legislation, Item 4 on the questionnaire did not contribute significantly in the full model, it was found to be significant when computed with the restricted model.

Table 9

Regression Analysis Between the Six Independent Variables in the Restricted Model and the Dependent Variable, Annual Salary (N=480)

Variables		Partial Regression Coefficient	Standard Error	Student "t"
Number	Name			
12	State Legislation	820.5310	309.9300	2.65*
15	Intradisciplinary Affiliations	565.5578	249.1135	2.27*
18	Federal Legislation	824.3808	221.9768	3.71*
24	Policy Components	-740.7848	294.6470	2.51*
28	Intradisciplinary Affiliations	860.0549	251.7675	3.42*
29	Policy Components	-669.5213	282.2573	2.37*
	Intercept	8710.4332	1427.7344	

Standard Error of Estimate	6802.6315
Multiple Correlation	0.1079
Coefficient of Determination $(\bar{R}^2)^a$	0.0966
Overall F-Ratio $\frac{(MSR)}{(MSE)}$	9.5334*

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[a] Adjusted for degrees of freedom.

*Significant at the .05 level.

Question 7

What is the relationship between frequency of attendance at an AVA national convention since 1970 and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

The overall F-ratio was equal to 3.3398 (Table 5) in the (MRA) full model and was significant at the .05 level. The full model revealed the following independent variables on the questionnaire as being significant: intradisciplinary affiliations, Item 7; collective bargaining, Item 11; policy components, Item 13; and policy components, Item 19.

Since the F-ratio was significant, the restricted model was calculated and displayed in Table 10. The multiple correlation (R^2) for the restricted model was equal to .10552. The adjusted coefficient of determination ($\bar{R}^2$) was .09609 which accounted for approximately ten percent of the total variance. The overall F-ratio was 11.18444, which was significant at the .05 level.

The following independent variables on the questionnaire proved to be significant at the .05 level in the restricted model; intradisciplinary affiliations, Item 7; collective bargaining, Item 11; policy components, Item 13; policy components, Item 19; and federal legislation, Item 20. Federal legislation, Item 20 on the questionnaire which was not significant in the full model, was significant at the .05 level in the restricted model.

Table 10

Regression Analysis Between the Five Independent Variables in the Restricted Model and the Dependent Variable, Attendance of an AVA National Convention Since 1970 (N=480)

Variables Number	Name	Partial Regression Coefficient	Standard Error	Student "t"
15	Intradisciplinary Affiliations	0.0538	0.0171	3.15*
17	Collective Bargaining	-0.0494	0.0152	3.26*
19	Policy Components	0.0404	0.0155	2.60*
24	Policy Components	0.0500	0.0194	2.57*
25	Federal Legislation	0.0416	0.0143	2.92*
	Intercept	0.8676	0.0868	

Standard Error of Estimate	0.46702
Multiple Correlation	0.10552
Coefficient of Determination $(\bar{R}^2)^a$	0.09609
Overall F-Ratio $\frac{(MSR)}{(MSE)}$	11.18444*

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[a] Adjusted for degrees of freedom.

*Significant at the .05 level.

Question 8

What is the relationship between the number of state activities attended annually and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

This was the last question in the study to utilize the statistical technique of Multiple Regression Analysis. The (MRA) full model (Table 5) was used between the 21 independent variables and the number of state vocational activities attended annually. The full model revealed an F-ratio equal to 2.3418 which was significant at the .05 level.

The restricted model when in Table 11 yielded a multiple correlation (R^2) of .0604. The adjusted coefficient of determination ($\bar{R}^2$) was .0565 which accounted for six percent of the total variance.

The overall F-ratio was equal to 15.386, which was significant beyond the .05 level. An inspection of each independent variable as found on the questionnaire in the restricted model indicated the following concepts were significant at the .05 level: intradisciplinary affiliation, Item 7; and collective bargaining, Item 11 on the questionnaire.

Table 11

Regression Analysis Between the Two Independent Variables in the Restricted Model and the Dependent Variable, the Number of State Vocational Activities Attended Annually (N=480)

Variables Number	Name	Partial Regression Coefficient	Standard Error	Student "t"
15	Intradisciplinary Affiliations	0.5114	0.1148	4.46*
17	Collective Bargaining	-0.3898	0.1009	3.36*

Standard Error of Estimate	3.2568
Multiple Correlation	0.0604
Coefficient of Determination $(\bar{R}^2)$[a]	0.0565
Overall F-Ratio $\frac{(MSR)}{(MSE)}$	15.386*

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[a] Adjusted for degrees of freedom.

*Significant at the .05 level.

Question 9

Is there a significant difference among collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components within different types of educational structures?

In an attempt to answer this question most effectively, the above problem was subdivided into a series of querries which isolated each component relative to the member's educational structure to which they belonged. The educational structures under investigation were: (1) state or regional department of education, (2) comprehensive high school, (3) area vocational school, (4) community junior college, (5) senior college or university, (6) proprietary school, (7) private trade school, and (8) others.

Analysis of variance was conducted in an attempt to answer Question 9. The null hypothesis assumed no significant difference among the components' means within each educational structure at the .05 alpha level. A Bartlett's test was performed with each component to test the assumption of homogeneity of variance which was followed by a one factor analysis of variance. Table 12 displays a summary analysis of the correct chi-squares and F-ratios found not significant at the .05 level with the components under investigation in this question. Hence, with each of the components found in Table 12, no further statistical analysis was conducted.

The components state legislation, intradisciplinary affiliations, and certification did show a significant difference among various

Table 12

Analysis of Variance Summary of Nonsignificant Components (N=472)

Component	Correct Chi-square	Probability	Degrees of Freedom	F-Ratio	Probability
Collective Bargaining	4.128	0.7649	7	0.926	0.486
Accreditation	15.473[a]	0.0304*	7	1.898	0.068
Federal Legislation	4.908	0.6711	7	1.953	0.060
Communication	5.713	0.5736	7	1.164	0.322
Policy Components	8.0416	0.3289	7	0.852	0.544

---

[a] Violated the Assumption of Homogenety of Variance.

*Significant at the .05 level.

types of educational structures, hence, a more detailed explanation of the data was attempted. The concept state legislation assumed no significant mean differences among the educational structures. Bartlett's test for homogeneity of variance was equal to a corrected chi-square of 9.5787 with seven degrees of freedom and a probability level of 0.21373 which did not violate the assumption of homogeneity of variance. Table 13 shows the data necessary for decision-making regarding the stated hypothesis.

Table 13

Analysis of Variance Summary Data:
State Legislation (N=472)

Source	Sums of Squares	Degrees of Freedom	Mean Squares	F-Ratio	Probability
Educational Structure	16.11	7	2.301	1.968	0.058
Error	541.44	464	1.169		

The F-ratio of 1.968 was significant at the .05 level. Therefore, the null hypothesis was rejected and additional statistical application was used to determine which educational structures were significantly different for this concept. A follow-up program was employed on the main effect means with a one factor analysis of variance, using the Newman-Keuls technique which controls for Type I Errors. Table 14 contained the significant Pair-Wise means.

Table 14

Pair-Wise Contrast for Significant Means of Educational Structures for the Concept of State Legislation (N=472)

Mean Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
8-7	1.710	2.655	464	2.61
2-7	1.6830	2.673	464	2.38

It can be stated with 95 percent confidence that a difference does exist among: (1) the classification "others" ($\bar{X}$=4.0) and private trade schools ($\bar{X}$=2.3), and (2) comprehensive high schools ($\bar{X}$=3.8) and private trade schools ($\bar{X}$=2.3) concerning state legislation. Inspection of these means revealed that individuals in the classification of "others" and comprehensive high schools viewed the concept of state legislation more significantly than those individuals in private trade schools.

The seventh concept tested related to intradisciplinary affiliation. A null hypothesis was generated which stated no significant difference among the means or educational structures regarding the concept of intradisciplinary affiliations. Bartlett's test for homogeneity of variance gave a corrected chi-square equal to 12.1117 with seven degrees of freedom and a probability level of 0.09695. Hence, the assumption of homogeneity of variance was not violated. Table 15 displays the results of the analysis of variance.

Table 15

Analysis of Variance Summary Data:
Intradisciplinary Affiliations
(N=472)

Source	Sums of Squares	Degrees of Freedom	Mean Squares	F-Ratio	Probability
Educational Structure	37.61	7	5.372	3.371	0.002
Error	739.37	464	1.593		

The F-ratio of 3.371 was significant at the .05 level. The null hypothesis was rejected and further statistical analysis was computed. The Newman-Keuls follow-up on the main effect means was the statistical test used. Table 16 displays the significant mean differences found as a result of the follow-up procedure.

Table 16

Pair-Wise Contrast for Significant Means of Educational
Structures for the Concept of Intradisciplinary
Affiliations (N-472)

Mean Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
5-3	1.0150	3.450	464	3.00
1-3	0.7690	3.002	464	2.90
2-3	0.3750	2.693	464	2.38

Table 17

Analysis of Variance Summary Data:
Certification (N=472)

Source	Sums of Squares	Degrees of Freedom	Mean Squares	F-Ratio	Probability
Educational Structure	37.18	7	5.311	2.920	0.005
Error	844.14	464	1.819		

Table 18

Pair-Wise Contrast for Significant Means of Educational
Structures for the Concept of Certification (N=472)

Mean Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
3-2	0.4130	2.775	464	2.61
2-7	1.5690	1.999	464	1.98

As inspection of Table 18 revealed a difference within a 95 percent of confidence does exist among: (1) comprehensive high schools ($\bar{X}$=3.3) and state or regional departments of education ($\bar{X}$=2.9); and (2) state or regional departments of education ($\bar{X}$=2.9) and private trade schools ($\bar{X}$=1.3) regarding certification. That is, although comprehensive high schools view certification more significantly than state or regional departments of education; state or regional departments of education view this concept more significantly than private trade schools.

Table 17

Analysis of Variance Summary Data:
Certification (N=472)

Source	Sums of Squares	Degrees of Freedom	Mean Squares	F-Ratio	Probability
Educational Structure	37.18	7	5.311	2.920	0.005
Error	844.14	464	1.819		

Table 18

Pair-Wise Contrast for Significant Means of Educational
Structures for the Concept of Certification (N=472)

Mean Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
3-2	0.4130	2.775	464	2.61
2-7	1.5690	1.999	464	1.98

As inspection of Table 18 revealed a difference within a 95 percent of confidence does exist among: (1) comprehensive high schools ($\bar{X}=3.3$) and state or regional departments of education ($\bar{X}=2.9$); and (2) state or regional departments of education ($\bar{X}=2.9$) and private trade schools ($\bar{X}=1.3$) regarding certification. That is, although comprehensive high schools view certification more significantly than state or regional departments of education; state or regional departments of education view this concept more significantly than private trade schools.

Question 10

Which of the educational structures (state or regional departments of education, comprehensive high school, area vocational school, community junior college, senior college or university, proprietary school, private trade school, and others) displays the greatest affiliation with an educational union or other union organizations?

This question was divided into separate components. In addition to the classification other union organizations, educational union type organization refers to: (1) National Education Association, and (2) American Federation of Teachers. Each educational union and other union organizations were reported according to frequency counts and percentages found among the various educational structures. Table 19 displays the distribution of the National Education Association members in the sample among the various educational structures. The educational structures were: (1) state or regional departments of education, (2) comprehensive high school, (3) area vocational school, (4) community junior college, (5) senior college or university, (6) proprietary school, (7) private trade school, and (8) others.

An inspection of Table 19 revealed that approximately 77 percent of the members in the sample who belong to the National Education Association work in either a comprehensive high school (51.3 percent) or an area vocational school (25.9 percent).

Table 19

Frequency Distribution for Educational Structures
Relative to Membership in the National Education
Association (N=197)

Educational Structure	1	2	3	4	5	6	7	8	Total
Frequencies	8	101	51	12	5	2	0	18	197
Percent of Total	4.1	51.3	25.9	6.1	2.5	1.0	0	9.1	100

Table 20 displays the frequency distribution and percentage for individuals belonging to the American Federation of Teachers in the sample as it related to their educational structure.

Table 20

Frequency Distribution for Educational Structures
Relative to Membership in the American
Federation of Teachers (N=25)

Educational Structure	1	2	3	4	5	6	7	8	Total
Frequencies	2	8	9	1	0	0	0	5	25
Percent of Total	8.0	32.0	36.0	4.0	0	0	0	20.0	100

Inspection of Table 20 shows that 68 percent of the sample who were members of the American Federation of Teachers worked in either a comprehensive high school or an area vocational school with another 20 percent belonging to the "others" category.

The last educational structure to be investigated using the frequency distribution procedure was related to other union organizations. Table 21 displays the frequency and percentage of membership in other union organizations as related to educational structure.

Table 21

Frequency Distribution for Educational Structures Relative to Membership in Other Union Organizations (N=33)

Educational Structure	1	2	3	4	5	6	7	8	Total
Frequencies	2	11	12	3	0	1	0	4	33
Percent of Total	6.1	33.3	36.4	9.1	0	3.0	0	12.1	100

Inspection of the frequency distribution (Table 21) revealed that approximately 70 percent of the individuals who belonged to other union organizations worked in either a comprehensive high school or an area vocational school.

Question 11

What is the percentage of responses as ranked by the membership concerning: the purpose of the AVA, "fringe benefits," ways the AVA could become involved with federal legislation, and the number of times per year the AV Journal should be published?

Question 11 was investigated through the use of graphic illustrations. That is, each of the following rank order items on the questionnaire were answered through illustrating first choice through percent of response of the individuals in the sample:

(9) Several potential purposes of the AVA are listed below. Please rank them in their order of importance to the profession.

_____ first a. to develop an awareness of current vocational teacher education practices.
_____ second b. to provide staff within the AVA to conduct research vital to vocational education.
_____ third c. to provide staff within the AVA for design of vocational curricula.
_____ fourth d. to provide staff assistance within the AVA for the establishment of district vocational associations.
_____ fifth e. to serve as a national clearing house for the dissemination of state vocational legislation.

(10) Several "fringe benefits" that could be sponsored by the AVA are listed below. If "does not apply" is selected, check that blank and ignore ranking.

_____ does not apply
_____ first a. professional liability
_____ second b. dental liability plans
_____ third c. salary protection plans
_____ fourth d. credit unions

(18) Several ways the AVA could become involved in federal legislation are listed below. Please rank them in their order of importance to the profession.

_____ first a. to provide background information to congressmen and senators.
_____ second b. to provide AVA central office assistance to legislators for the drafting of bills.
_____ third c. to solicit support from unions for pending vocational legislation.
_____ fourth d. to establish a mechanism for assisting the impact of specific legislation.
_____ fifth e. to provide members with information of pending-approved legislation.

(25) Please select the number of times per year the AV Journal should be published.

_____ 12 times
_____ 9 times
_____ 4 times
_____ 2 times
_____ 1 time

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A summary of this investigation together with conclusions and recommendations is reported in this chapter.

Summary

Introduction

Humans, from early origin, have always attempted to communicate through the organization of both their thoughts and actions. Hence, organization and structure might be synonymous with life. However, organizational structure is usually associated with formalized and documented institutions.

Formal organizations, in an attempt to function more efficiently, frequently become involved in rules and regulations in order to accomplish specified goals. When this occurs, these organizations become bureaucratic in nature and often the priorities of the bureaucracy supersede the needs of the individual. Researchers such as Getzels and Guba (1964) have challenged formalized structures by placing emphasis on the needs of the individual as well as the objectives of the organization. When these two become compatible, an organization could be considered to be both efficient and effective. Therefore, although structured rules and regulations are part of a formalized institution, the roles individuals play in contributing to their self-concept through the mechanism of a formalized organization can be of equal importance (Ruesch, 1953). The need for individuals

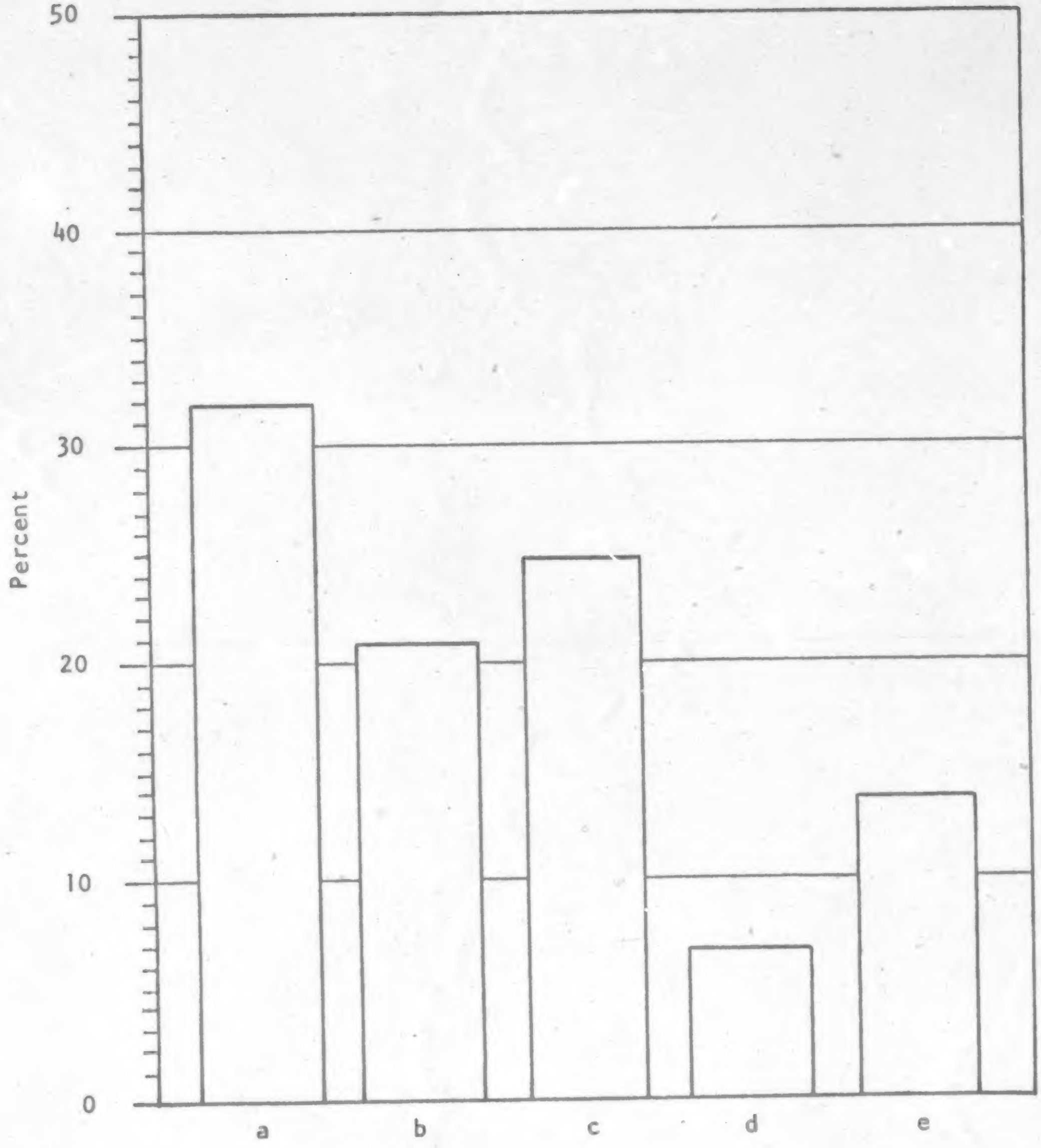
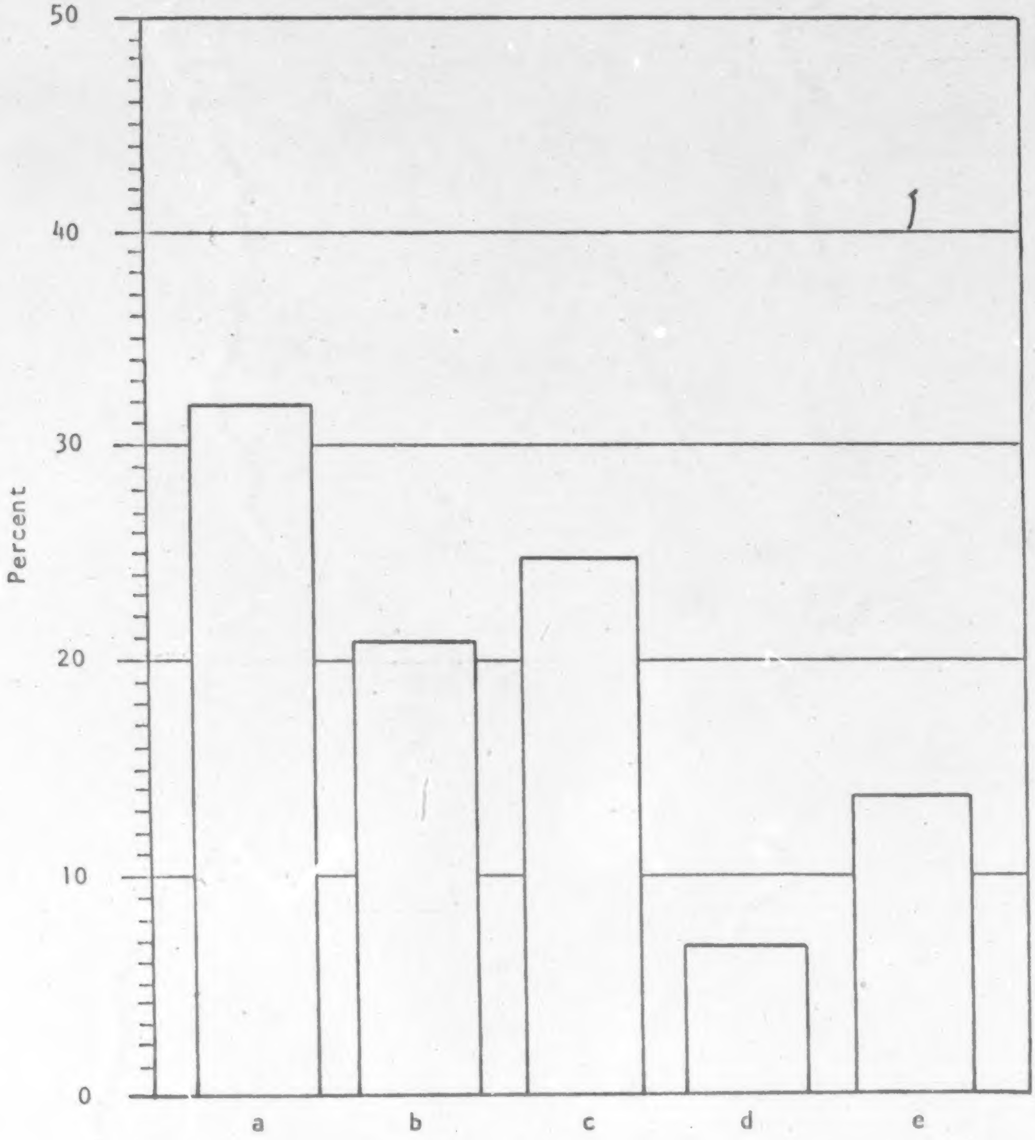


Figure 2. Analysis of the Subdivisions in Item 9 Ranked Number One By the Respondents



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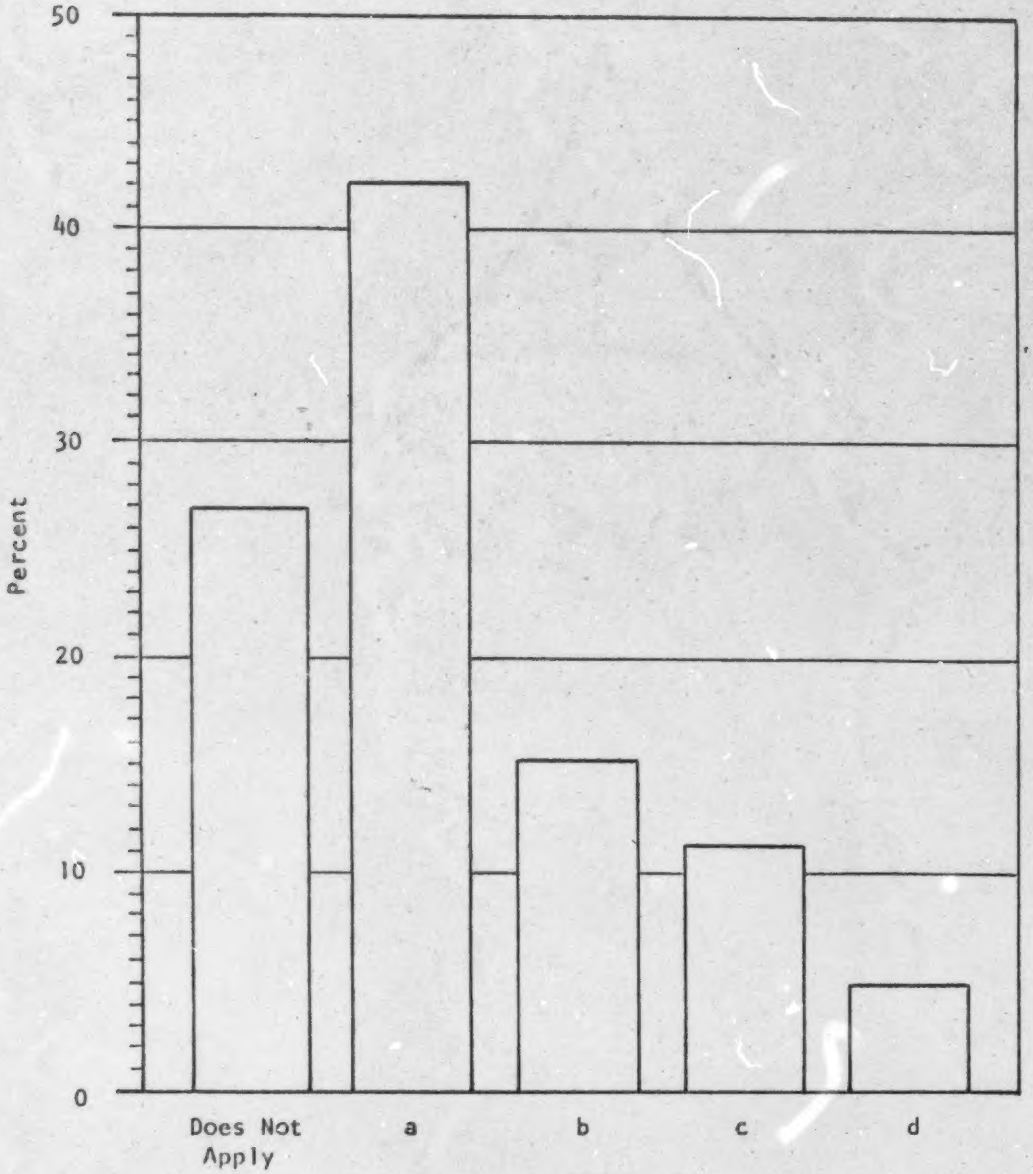

Figure 3. Analysis of the Subdivisions in Item 10 Ranked Number One By the Respondents

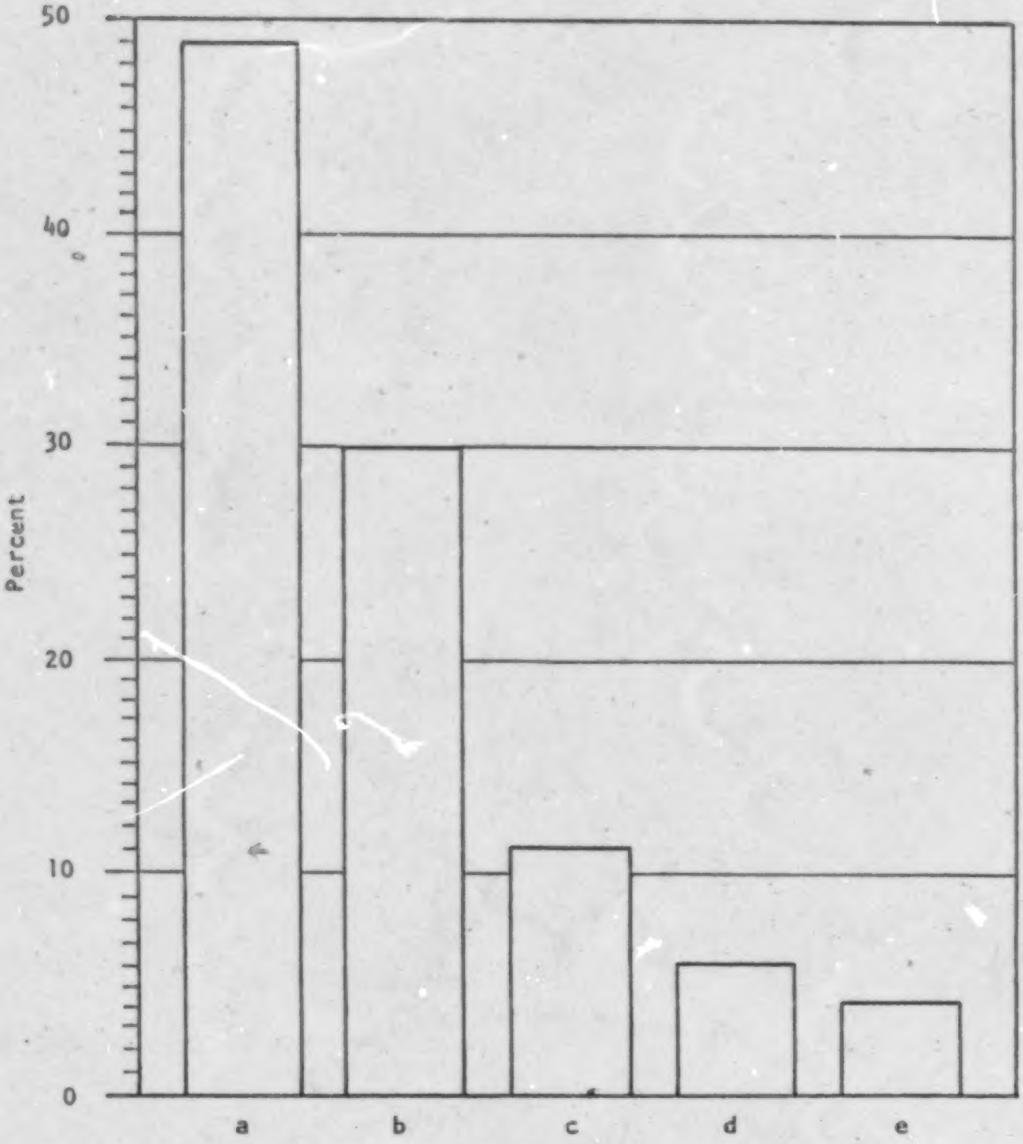

Figure 4. Analysis of the Subdivisions in Item 18 Ranked Number One By the Respondents

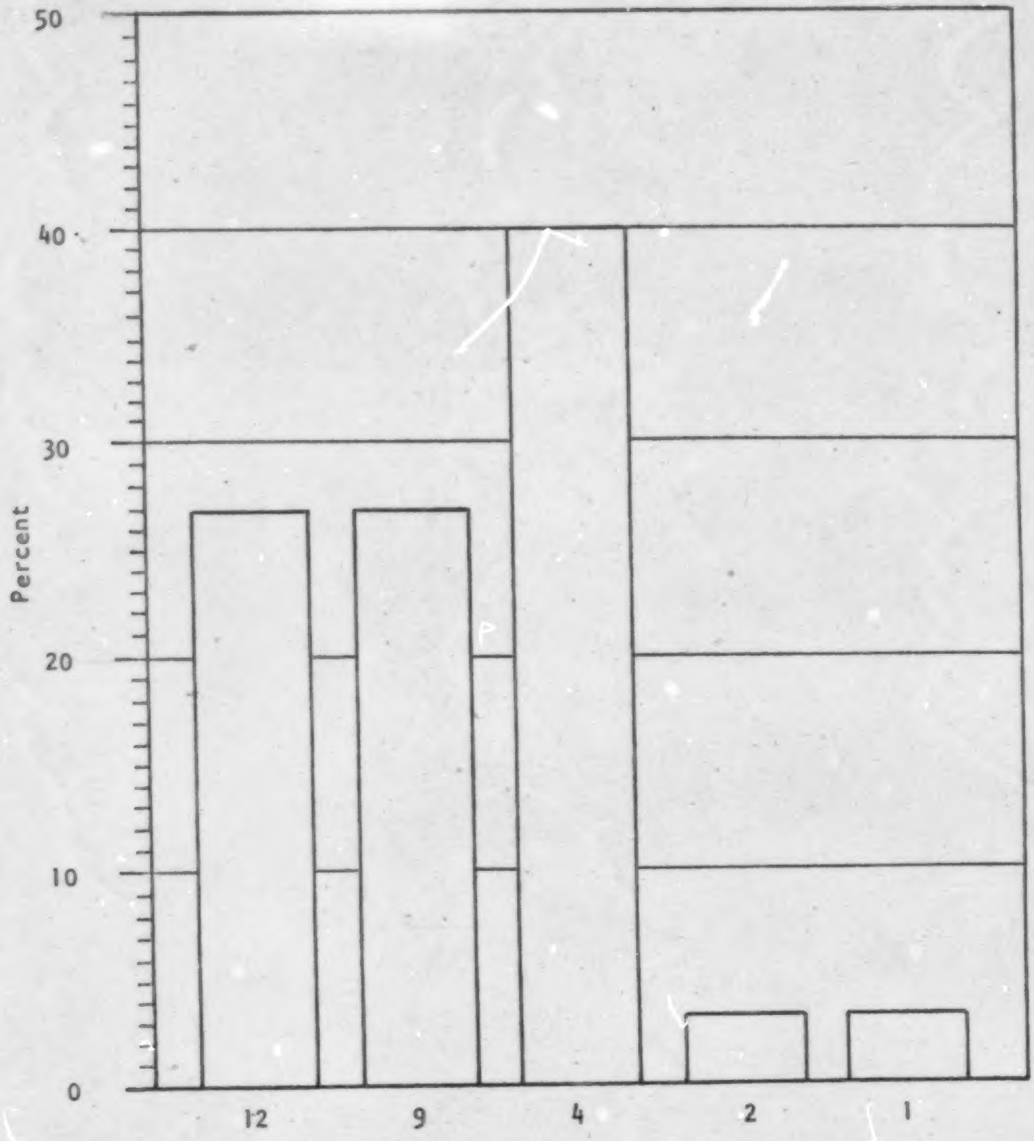

Figure 5. Analysis of the Subdivisions in Item 25 Ranked Number One By the Respondents

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Summary

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Formal organizations, in an attempt to function more efficiently, frequently become involved in rules and regulations in order to accomplish specified goals. When this occurs, these organizations become bureaucratic in nature and often the priorities of the bureaucracy supersede the needs of the individual. Researchers such as Getzels and Guba (1964) have challenged formalized structures by placing emphasis on the needs of the individual as well as the objectives of the organization. When these two become compatible, an organization could be considered to be both efficient and effective. Therefore, although structured rules and regulations are part of a formalized institution, the roles individuals play in contributing to their self-concept through the mechanism of a formalized organization can be of equal importance (Ruesch, 1953). The need for individuals to organize for the purpose of accomplishing tasks has been subjected to investigation. Blau and Scott (1962) state:

> If the accomplishment of a task requires that more than a mere handful of men work together, they cannot simply proceed by having each do whatever he thinks needs to be done; rather, they must first get themselves organized. They establish a club or a firm, they organize a union or a political party, or they set up a police force or a hospital, and they formulate procedures that govern the relations among the members of the organization and the duties each is expected to perform (p. 1).

Vocational education as a profession has sought as an example a formalized structure such as the American Vocational Association to assist in the maintenance of their professional self-concept. Professional individuals especially need to identify with a unique group to satisfy and challenge their work needs.

> Once firmly established, an organization tends to assume an identity of its own which makes it independent of the people who have founded it or of those who constitute its membership (Blau and Scott, 1962, p. 1).

The American Vocational Association has been dedicated to the stimulation and promotion of growth within its membership. However, one might challenge whether the action taken by this organization has always been governed by the mandates of its membership.

> . . . organizations can persist for several generations, not without change but without losing their fundamental identity as distinct units, even though all members at some time come to differ from the original ones (Blau and Scott, 1962, p. 1).

Therefore, this study is of importance to the American Vocational Association for it has investigated meaningful professional concepts identified as vital in relationship to the perceptions of the membership. Hence, both the objectives of the American Vocational Association and the needs of the membership have been investigated. The reduction of to organize for the purpose of accomplishing tasks has been subjected to investigation. Blau and Scott (1962) state:

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Statement of the Problem

The purpose of this study was to examine selected perceptions and attitudes of randomly identified AVA members with regard to some of the goals and objectives of this organization. The sample was assessed regarding the relationship between isolated variables (collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification and current policy components) and certain demographic data (type of bureaucratic structure, level of academic education, number of professional organizations an individual belongs to, the number of years employed in vocational education, membership in union type educational organizations, number of work experience before entering education, annual salary, attendance at a national convention since 1970 and the number of state educational activities that has been attended). Congruencies as well as discrepancies have been determined through statistical analysis.

Although professionalism is usually associated with a unique body of knowledge subject to change, professional organizations have been remiss in scrutinizing their goals and objectives relative to the members they serve. Vocational education is a professional discipline that has experienced change based on vital research. However, research encouraged through professional organizations has been traditionally slow. That is, there appears to be two basic problems associated with professional organizations in education: (1) a communication feedback network seems to be lacking from the membership, and (2) research concerning relevant issues to the professional has been slow in being investigated. Therefore, this study hopefully will be the first in a series of studies that will investigate the needs of the members and that unique body of knowledge which is representative of vocational education.

The specific questions that were investigated relative to the membership were:

1. What is the relationship between age and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

2. What is the relationship between the level of academic education of the membership and the following variables: collective bargaining, state legislation, federal legislation, communications with members, intradisciplinary affiliations, accreditation, certification and policy components?

3. What is the relationship between the number of professional organizations in which current membership is held and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification and policy components?

4. What is the relationship between the years employed in vocational education and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

5. What is the relationship between the years of non-educational work experience and perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal

legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

6. What is the relationship between annual salary and membership perceptions regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

7. What is the relationship between frequency of attendance at an AVA national convention since 1970 and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

8. What is the relationship between the number of state activities attended annually and the perceptions of the membership regarding the following variables: collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components?

9. Is there a significant difference among collective bargaining, state legislation, federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and policy components within different types of educational structures?

10. Which of the educational structures (state or regional department of education, comprehensive high school, area vocational school, community junior college, senior college or university, proprietary school, private trade school, and others) displays the greatest affiliation with educational unions and other union organizations?

11. What is the percentage of responses as ranked by the membership concerning: the purpose of the AVA, "fringe benefits," ways the AVA could become involved with federal legislation, and the number of times per year the AV Journal should be published?

Procedure

The sample used in this study represented active members (1974-75) of the American Vocational Association located within the geographic limits of the United States. A mail questionnaire, accompanied by a demographic data sheet was the instrument and technique used for collecting the necessary information. The statistical methodology employed was Multiple Regression Analysis (MRA) and Analysis of Variance. In addition, certain questions were reported through the use of frequency distributions and percentages.

A total of 21 independent variables, which identified eight components vital to the American Vocational Association were investigated relative to eight demographic variables. MRA was used to investigate the degree of contribution of each independent variable to the criterion variable (demographic data). Also, Analysis of Variance was used to investigate significant mean differences among the eight components relative to demographic data.

Findings

The dependent variable for Question 1, age, using MRA in the full model, displayed a multiple R of .0479 relative to the dependent variable age. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0043 and the overall F-ratio 1.098 was not significant at the .05 level. Hence, no further analysis was conducted.

Level of academic education was the next dependent variable tested in the full model. The multiple R was equal to .1233. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0831 with an overall F-ratio of 3.0676 which was significant at the .05 level.

The restricted model for level of academic education showed an ($\bar{R}^2$) of .0937 and an overall F-ratio of 17.5067. The variables, intradisciplinary affiliation (Item 7), collective bargaining, (Item 11), and intradisciplinary affiliations (Item 23) were most predictive of level of academic education.

Number of professional organizations in which current membership is held was the dependent variable tested in the full model. The multiple R was equal to .1161. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0756 with an overall F-ratio of 2.8643 which was significant at the .05 alpha level. The restricted model for number of professional organizations in which current membership is held yielded a multiple R of .0967. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0910 with an overall F-ratio of 16.9810 which was significant at the .05 level. The variables intradisciplinary affiliations (Item 7), certification (Item 14), and intradisciplinary affiliations (Item 28), were most predictive of number of professional organizations in which current membership is held.

Years employed in vocational education was the next dependent variable investigated using the (MRA) full model. The multiple R was equal to .1245. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0844 with an overall F-ratio of 3.1017 which was significant at the .05 level. The restricted model for years employed in vocational education yielded a multiple R of .0912. The adjusted coefficient of determination ($\bar{R}^2$) was equal to .0855. The F-ratio of 15.9223 was significant at the .05 level. The variables intradisciplinary affiliations (Item 7), collective bargaining (Item 11), and federal legislation (Item 20), were found to be most predictive of years employed in vocational education.

Years of noneducational work experience was the dependent variable used in the full model (MRA). The multiple R was equal to .06793. The adjusted coefficient of determination was equal to .02519 which yielded an F-ratio of 1.5896. This was not significant at the .05 level, hence, no further analysis was conducted.

Annual salary was investigated and identified as the dependent variable using the (MRA) full model. The multiple R was equal to .1269. The adjusted coefficient of determination was equal to .0869 with an overall F-ratio of 3.1712 which was significant at the .05 level. The restricted model for annual salary yielded a multiple R of .1079. The adjusted coefficient of determination ($\bar{R}^2$) of .0966 with an overall F-ratio of 9.5334 which was significant at the .05 level. The variable state legislation (Item 4), intradisciplinary affiliations (Item 7), federal legislation (Item 10), and policy components (Item 24), were found to be most predictive of annual salary.

Attendance at an AVA national convention since 1970 was the dependent variable used in the (MRA) full model. The multiple R was equal to .132799. The adjusted coefficient of determination was equal to .09304 with an overall F-ratio of 3.33979 which was significant at the .05 alpha level. The restricted model for attendance at an AVA national convention since 1970 yielded a multiple R equal to .10552. The adjusted coefficient of determination was equal to .09609 with an overall F-ratio of 11.1844 which was significant at the .05 level. The variables intradisciplinary affiliations (Item 7), collective bargaining (Item 11), policy components (Item 13), policy components (Item 19), and federal legislation (Item 20), were found to be most predictive of attendance at an AVA national convention since 1970.

Number of state activities attended annually was the last dependent variable investigated using MRA. The full model multiple R was equal to .09696. The adjusted coefficient of determination was equal to .0556 and the overall F-ratio was 2.3418. The restricted model for number of state vocational activities attended annually yielded a multiple R equal to .0604. The adjusted coefficient of determination was equal to .0565 and the overall F-ratio was 15.386 which was significant at the .05 level. The variables intradisciplinary affiliations (Item 7), and collective bargaining (Item 11), were found to be most predictive of number of state activities attended annually.

Analysis of variance was used to test mean differences among educational structures regarding the eight components. It was found that three concepts differentiated significantly among educational structures at the .05 alpha level. The three components which showed significant difference among the educational structures were: (1) state legislation, (2) intradisciplinary affiliations, and (3) certification. That is, the categories listed as "others" ($\bar{X}$=4.0) and comprehensive high schools ($\bar{X}$=3.8) were more positively concerned about the concept of state legislation than were the private trade schools ($\bar{X}$=2.3). Senior colleges or universities ($\bar{X}$=4.1), state or regional departments of education ($\bar{X}$=3.9) and comprehensive high schools ($\bar{X}$=3.5) viewed intradisciplinary affiliations more positively than area vocational schools ($\bar{X}$=3.1). Certification was viewed more positively by comprehensive high schools ($\bar{X}$=3.3) as opposed to state or regional departments of education ($\bar{X}$=2.9). However, state or regional departments of education ($\bar{X}$=2.9) were more positive than private trade schools ($\bar{X}$=1.3) concerning certification.

Frequency distributions and percentages were reported for the purpose of: (1) identifying which educational structures displayed the greatest affiliation with educational unions and other union organizations, and (2) giving the percentage of response as ranked number one relative to the four ranked order items on the questionnaire.

It was found that approximately 77 percent of the sample who belonged to the National Education Association worked in either a comprehensive high school (51.3 percent) or an area vocational school (25.9 percent). The majority of the sample who belonged to the American Federation of Teachers worked in either a comprehensive high school (32 percent), an area vocational school (36 percent) or were found in the categorical structure of "others" (20 percent). Also, 70 percent of the individuals in the sample who belonged to other union organizations worked in a comprehensive high school (33.3 percent) or a vocational school (36.4 percent).

A summary of the ranked order question (Item 9) which asked the members to rank potential purpose of the AVA resulted in the following priority:

a. to develop an awareness of current vocational teacher education practices was ranked as a first priority by 32 percent of the respondents.

b. to provide staff within the AVA to conduct research vital to vocational education was ranked as a first priority by 21 percent of the respondents.

c. to provide staff within the AVA for design of curricula was ranked as a first priority by 25 percent of the respondents.

d. to provide staff assistance within the AVA for the establishment of district vocational associations was ranked as a first priority by 7 percent of the respondents.

e. to serve as a national clearing house for the dissemination of STATE vocational legislation was ranked as a first priority by 14 percent of the respondents.

A summary of the rank order question (Item 10), which asked the members to rank several "fringe benefits" that could be sponsored by the AVA indicated the following results:

-- does not apply was ranked as a first choice by 27 percent of the respondents.

a. professional liability was ranked as a first choice by 42 percent of the respondents.

b. dental liability plans were ranked as a first choice by 15 percent of the respondents.

c. salary protection plans was ranked as a first choice by 11 percent of the respondents.

d. credit unions was ranked as a first choice by 5 percent of the respondents.

A summary of the rank order question (Item 18), which asked the members to rank the ways the AVA could become involved in federal legislation resulted in the following data:

a. to provide background information to congressmen and senators was ranked as a first priority by 49 percent of the respondents.

b. to provide AVA central office assistance to legislators for the drafting of bills was ranked as a first priority by 30 percent of the respondents.

c. to solicit support from unions for pending vocational legislation was ranked as a first priority by 11 percent of the respondents.

d. to establish a mechanism for assessing the impact of specific legislation was ranked as a first priority by 6 percent of the respondents.

e. to provide members with information of pending-approved legislation was ranked as a first priority by 4 percent of the respondents.

A summary of the ranked order question (Item 25), which asked the members to select the number of times per year the AV Journal should be published resulted in the following data:

a. Twelve times a year was ranked as a first choice by 27 percent of the respondents.

b. Nine times a year was ranked as a first choice by 27 percent of the respondents.

c. Four times a year was ranked as a first choice by 40 percent of the respondents.

d. Two times a year was ranked as a first chioce by 3 percent of the respondents.

e. One time a year was ranked as a first choice by 3 percent of the respondents.

Conclusions

The data reported in this section evaluated: (1) each of the dependent variables relevant to the independent variables, (2) significant mean differences among the eight identified components within the different types of educational structures, and (3) frequency distributions and percentages as reported with educational unions and other union affiliations in addition to the percentage of first choice among the rank order questions on the questionnaire.

Question 1

This question investigated which items as identified on the questionnaire and categorized as one of the eight components important to the AVA was most predictive to the age of respondents in the sample. The overall F-ratio 1.098 was not significant at the .05 alpha level. Therefore, no conclusions are generated concerning this variable.

Question 2

The second dependent variable to be investigated was level of academic education relative to the eight components. The overall F-ratio (3.0676) was significant at the .05 level. The restricted model yielded an F-ratio of 17.5067 which was significant at the .05 level. The restricted model indicated three of the independent variables as most meaningful to level of academic education. The variables which best predicted level of academic education were: (1) intradisciplinary affiliations (Item 7--which stated that vocational educators should belong to more than one professional organization); (2) collective bargaining (Item 11--which stated the AVA should provide legal advice for local organizations involved in collective bargaining for vocational educators); and (3) intradisciplinary affiliations (Item 23--which stated the AVA should solicit membership from non-vocational educators). Therefore, the following conclusions concerning Question 2 are:

1. The full model accounted for approximately eight percent of the total variance using the 21 independent variables. The restricted model indicated only three independent variables were necessary to provide the unique information relevant to level of education. The restricted model accounted for approximately 9 percent of the explainable variance. Since less than 10 percent of the total variance was explainable, caution should be used regarding any interpretation of the data.
2. Level of education was uniquely and positively related to intradisciplinary affiliations (Items 7 and 23).
3. Level of education was uniquely and negatively related to collective bargaining (Item 11).

Hence, it could be assumed that an increase in level of academic education reduces the need to seek financial or job security in union type organizations. It would appear that level of academic education also broadens the educational horizons of the sampled membership. That is, level of academic education seems to contribute to the desire of the membership to affiliate with intradisciplinary fields. This could have inference to a more integrated and global approach to vocational education. Therefore, the philosophical views vocational educators hold may be dependent upon their level of academic education. Increases in academic preparation may result in a less traditional approach to vocational education.

Question 3

The next dependent variable investigated was number of professional organizations in which current membership is held and the relationship between the eight components. The full model F-ratio was equal to 2.8643 which was significant at the .05 level. The restricted model yielded an F-ratio of 16.9810 which was significant at the .05 level. The restricted model indicated that three of the independent variables most meaningful to number of professional organizations in which current membership is held were: (1) intradisciplinary affiliations (Item 7--which stated vocational educators should belong to more than one professional organization); (2) certification (Item 16--which stated the AVA should encourage states to investigate alternative methods of teacher and administrative certification); and (3) intradisciplinary affiliations (Item 23--which stated the AVA should solicit membership from non-vocational educators). Conclusions concerning the relationship between number of professional organizations in which current membership is held and the 21 independent variables are:

1. The full model using the 21 independent variables accounted for approximately 8 percent of the total variance while the restricted model identified three independent variables which accounted for approximately 9 percent of the explainable variance. Hence, interpretation of the findings should be viewed cautiously.
2. Number of professional organizations in which current membership is held is uniquely and positively related to intradisciplinary affiliations (Items 7 and 23).
3. Number of professional organizations in which current membership is held is uniquely and negatively related to certification (Item 16).

The number of professional organizations and academic level of education appears to contribute to intradisciplinary affiliations. It could be assumed that the AVA as an organization has followed a policy of isolation resulting in members seeking other professional organizations to satisfy their needs to associate outside the field of vocational education. It is interesting to note that the more professional organizations members belong to the less they are interested in certification. Hence, certification may be more meaningful to those members who do not seek to integrate or explore a more broadened concept of vocational education. If these conclusions can be assumed as realistic, then role conflict is a reality which exists within the ranks of the AVA membership.

Question 4

This question reported the relationship between years employed in vocational education and the eight components. The overall F-ratio for the full model was equal to 3.1017 which was significant at the .05 level. The restricted model yielded an F-ratio of 15.9223 which was significant at the .05 level. The restricted model indicated the following variables contributed the most information concerning years employed in vocational education: (1) intradisciplinary affiliations (Item 7--which stated vocational educators should belong to more than one professional organization); (2) collective bargaining (Item 11--which stated the AVA should provide legal advice for local organizations involved in collective bargaining for vocational educators); and (3) federal legislation (Item 20--which stated the origin and development of the Vocational Education Act of 1963 was greatly influenced by the AVA efforts). Conclusions concerning the relationship between years employed in vocational education and the 21 independent variables were:

1. The full model using the 21 independent variables accounted for approximately 8 percent of the total variance while the restricted model identified three independent variables which accounted for approximately 9 percent of the explainable variance. Hence,

discretion should be employed regarding the acceptance of the interpreted data.

2. Years employed in vocational education is uniquely and positively related to intradisciplinary affiliations (Item 7) and federal legislation (Item 20).

3. Years employed in vocational education is uniquely and negatively related to collective bargaining (Item 11).

It could be implied that the longer an individual is in vocational education the more concerned one becomes about federal legislation and other professional groups. It may also be assumed that the longer one is in vocational education a greater degree of academic education is achieved and membership in more professional organizations is desired. This could then result in the reduction for a need to seek financial security through the process of collective bargaining. Therefore, increased exposure to professionally oriented stimuli could reduce role conflict within vocational education.

Question 5

The dependent variable investigated in this question was years of non-educational work experience as relevant to the eight components. The full model F-ratio was equal to 1.5896 which was not significant at the .05 level. Therefore, no further analysis was conducted.

Question 6

The sixth dependent variable investigated was annual salary relevant to the eight components. The overall F-ratio for the full model was equal to 3.1712 which was significant at the .05 level. The restricted model yielded an F-ratio of 9.5332 which was significant at the .05 level. The restricted model showed the following variables contributed the most information concerning annual salary: (1) state legislation (Item 4--which stated the AVA should assist vocational leaders in their attempts to influence STATE legislation for vocational education); (2) intradisciplinary affiliations (Item 7--which stated vocational educators should belong to more than one professional organization); (3) federal legislation (Item 12--which stated the origin and development of the Vocational Education Amendments of 1968 was greatly influenced by AVA efforts); (4) policy components (Item 19--which stated the AVA should sponsor state and regional workshops concerning special issues in vocational education); (5) intradisciplinary affiliations (Item 23--which stated the AVA should solicit membership from non-vocational educators); and (6) policy components (Item 24--which stated the AVA should assist special vocational interest groups in attempts to provide input into State Plans for vocational education). Conclusions concerning the relationship between annual salary and the 21 independent variables were:

1. The full model using the 21 independent variables accounted for approximately 9 percent of the total variance while the restricted model identified six independent variables which accounted for 10 percent of the explainable variance.

2. Annual salary is uniquely and positively related to state legislation (Item 4), intradisciplinary affiliations (Items 7 and 23), and federal legislation (Item 12).

3. Annual salary is uniquely and negatively related to policy components (Items 19 and 24).

While annual salary appears to be positively related to those types of concepts associated with progressive thoughts in vocational education, the data also indicated a negative contribution regarding how the AVA should become involved in state activities. Hence, inferences may be concluded that traditionally, for the practitioner in the field, an increase in annual salary has been uniquely associated with negotiations through union type activities at the local level. This might result in role conflict regarding how the membership perceives the AVA becoming involved in state activities.

Question 7

The seventh dependent variable under study was frequency of attendance at an AVA national convention since 1970 relevant to the eight components. The full model F-ratio was equal to 3.3398 which was significant at the .05 level. The restricted model displayed an F-ratio of 11.1844 which was significant at the .05 alpha level. The restricted model displayed the following variables as contributing most significantly to attendance at an AVA national convention since 1970: (1) intradisciplinary affiliations (Item 7--which stated vocational educators should belong to more than one professional organization; (2) collective bargaining (Item 11--which stated the AVA should provide legal advice for local organizations involved in collective bargaining for vocational educators); (3) policy components (Item 13--which stated provisions should be made to permit members to affiliate with more than one division such as agriculture, home economics, trade and industrial, within the AVA); (4) policy components (Item 19--which stated the AVA should sponsor state and regional workshops concerning special issues in vocational education); and (5) federal legislation (Item 20--which stated the origin and development of the Vocational Education Act of 1963 was greatly influenced by AVA efforts).

Conclusions concerning the relationship between frequency of attendance at an AVA national convention since 1970 and the 21 independent variables were:

1. The full model using the 21 independent variables accounted for approximately 9 percent of the total variance. The restricted model identified five independent variables which accounted for approximately 10 percent of the variance.
2. Attendance at an AVA national convention since 1970 was uniquely and positively related to (a) intradisciplinary affiliations (Item 7), (b) policy components (Items 13 and 19), and (c) federal legislation (Item 20).
3. Attendance at an AVA national convention since 1970 is uniquely and negatively related to collective bargaining (Item 11).

It might be generalized that individuals attending recent national conventions have a more global view of vocational education and are more flexible to change which reduces the need for collective bargaining. Through the strengthening of state activities and legislative activities, provisions could be incorporated which would allow the vocational instructor in the field to attend AVA national conventions, which would add to the professional development of vocational instructors.

Question 8

The last dependent variable investigated using Multiple Regression Analysis was number of state activities attended annually relevant to the eight components. The overall F-ratio for the full model was 2.3418 which was significant at the .05 level. The restricted model displayed an F-ratio of 15.386 which was significant at the .05 level. The restricted model showed the following variables contributed the most significant information concerning number of state activities attended annually: (1) intradisciplinary affiliations (Item 7--which stated vocational educators should belong to more than one professional organization); and (2) collective bargaining (Item 11--which stated the AVA should provide legal advice for local organizations involved in collective bargaining for vocational educators).

Conclusions concerning the relationship between number of state activities attended annually and the 21 independent variables were:

1. The full model accounted for approximately 6 percent of the total variance while the restricted model identified two independent variables which accounted for approximately 6 percent of the explainable variance. Interpretation associated with this question should be viewed with circumspection because of the limited predictive information.

2. Number of state activities attended annually is uniquely and positively related to intradisciplinary affiliations (Item 7).

3. Number of state activities attended annually is uniquely and negatively related to collective bargaining (Item 11).

As vocational educators become actively involved in state vocational activities they tend to broaden their educational horizons and desire to associate with other educational disciplines. This also could be considered to be a positive step in professional growth and development which once again would reduce the need to seek financial security through the process of collective bargaining. Hence, vocational education activities which are professionally oriented could strengthen the profession, and create a more positive role concept. This, in turn, could lead to vocational educators challenging the other educational disciplines with philosophical direction and integration.

Question 9

Assumptions derived from the analysis of variance, which determined significant mean differences among the eight components within the different types of educational structures revealed three concepts which were significantly different at the .05 alpha level. That is, the category others ($\bar{X}=4.0$) and comprehensive high schools ($\bar{X}=3.8$) revealed a more positive attitude regarding state legislation as opposed to private trade schools ($X=2.3$). Therefore, role conflict could exist between individuals who are employed in these types of educational institutions regarding the involvement of the AVA in state legislation.

The next concept which differentiated among institutions was intradisciplinary affiliations. Senior colleges or universities ($\bar{X}=4.1$), state or regional departments of education ($\bar{X}=3.9$) and comprehensive high schools ($\bar{X}=3.5$) displayed a more positive attitude regarding the concept of intradisciplinary affiliations as opposed to area vocational schools ($\bar{X}$=3.1) supporting the theory that bureaucratic structure or type of institution are related to an individual's professional orientation. Hence, role conflict could exist between these types of institutions regarding intradisciplinary affiliations. That is, senior colleges or universities and state or regional departments of education have more of an opportunity for integrated exposure at various educational levels than the area vocational schools.

Comprehensive high schools ($\bar{X}$=3.3) differentiate or were more positive regarding the concept of certification as opposed to state or regional departments of education ($\bar{X}$=2.9). However, it should be noted that state or regional departments of education were not as negative concerning this concept as private trade schools ($\bar{X}$=1.3). Conflict or incongruencies regarding certification and the specified educational structures could imply serious philosophical differences. That is, the means by which teacher certification is acquired differs for vocational and academic instructors employed in public schools. Therefore, increased role conflict could be expected when certification procedures are considerably inconsistent for both groups.

Question 10

The National Education Association is the largest union type educational organization represented in this study. The majority of those who are members of the NEA work in either comprehensive high schools (51 percent) or area vocational schools (26 percent). The majority of the sample who are members of the American Federation of Teachers work in comprehensive high schools (32 percent), area vocational schools (36 percent) or the category "others" (20 percent). The majority of those in the sample who belong to the category of other union type organizations work in either comprehensive high schools (33 percent) or area vocational schools (36 percent). Therefore, union type organizations in this study was most strongly associated with comprehensive high schools and area vocational schools which could imply a dualistic type of professional need existing within these institutions.

Question 11

The rank order statements revealed the following results:

1. Providing background information to congressmen and senators received the highest ranking (49 percent) regarding ways the AVA should become involved in federal legislation.

2. Professional liability received the highest ranking (42 percent) regarding the offering of "fringe benefits" by the AVA.

3. Publication of the AV Journal four times a year received the highest ranking (40 percent) regarding the frequency of distribution. It should be noted that nine times a year was ranked as number one by 27 percent and 12 times a year received a number one ranking by another 27 percent of the sample. Therefore, while 40 percent desired publication of the AV Journal four times a year, 54 percent believed it should be published either nine or 12 times a year.

4. To develop an awareness of current vocational teacher education practice as a potential purpose of the AVA received the highest ranking (32 percent) by the sampled members.

The rank order statements hopefully indicated what the typical vocational educator belonging to the AVA viewed as most important as categorized and presented in the questionnaire.

Perhaps the most overarching finding of this study was the implication that vocational educators who were exposed to professional types of stimuli seemed to possess a nontraditional approach to the issues concerning the AVA. In general, the membership in the sample seemed to be in agreement with many of the activities that have resulted from the goals and objectives of the AVA. However, to further reduce conflict and unite vocational educators along with other educators who support this discipline can only add to the advancement of the profession which should be encouraged. Change provides stimulation for the search and discovery of knowledge which in itself is a requirement for professionalism.

Recommendations

The findings and conclusions of this study can provide a rationale for the American Vocational Association to act or move in a positive direction regarding goal priorities. To act upon this study does not necessarily mean to incorporate the suggested recommendations. However, it should provide the motivation for developing a plan of action for coping with the attitudes of the membership regarding the direction of the AVA. Tradition and accomplishment has been a stimulating force for the AVA and its membership but the future growth of this organization is also of extreme importance. Growth and unity are essential components for projecting success within the American Vocational Association. Change can provide the needed direction while using tradition as a basis for the advancement of this organization.

Therefore, the following recommendations revealed from the collection and analysis of the data could provide this necessary direction.

For Further Research

1. The AVA as an organization should attempt to develop a research unit within the structure of this organization which would coordinate and define priorities for research activities with colleges and universities involved in vocational education.

2. More effective and efficient communication needs to be established in utilizing the resources of those institutions of higher learning which are challenged with the theoretical problems of vocational education. A process for accomplishing this suggestion needs to be investigated by the AVA.

3. Research should be conducted within the various states and coordinated by the AVA in order to determine the more immediate professional needs of vocational educators and to provide direction for state vocational organizations.

4. Through research efforts the AVA should examine the effects of educational structure upon the philosophical and professional development of vocational educators.

For Change

1. Since collective bargaining does not contribute strongly to professional needs of the membership, it is suggested that the AVA continue its present policy of non-involvement concerning this issue.

2. Vocational educators appear to seek union type organizations for their financial needs. Therefore, the AVA should attempt to establish communication and feedback system with such organizations for the purpose of maintaining an up-to-date awareness of the pragmatic problems encountered by vocational educators concerning financial needs.

3. The AVA as an extension of their communication process, should investigate ways to transmit information to all vocational educators (members and non-members). This could be accomplished through a periodic publication of a newsletter which would alert all vocational educators to the goals and activities of the AVA.

4. The solicitation of membership from non-vocational educators appears to contribute to the professional needs of the membership. The AVA might consider the inclusion of those educators who desire knowledge of this discipline through membership in a professional organization such as the AVA.

5. The need for the AVA to become involved in special interest groups and legislation at the state level seemed to contribute negatively to annual salary. This may have resulted from membership in union type organizations. Hence, if state vocational organizations could be strengthened and become more actively involved with vocational problems, it could minimize the need for vocational educators to seek union type organizations. The strengthening of state vocational organizations could be a major priority of the AVA during this next decade.

6. The AVA might consider changing the date of the national convention to coordinate more effectively with vocational instructor's work schedules. Also, the AVA should investigate ways release time could be acquired for the instructor in the field. This could provide the necessary direction needed by vocational administrators for accomplishing this objective.

7. The AVA as an organization might emphasize, as a possible goal, the investigation of philosophical concepts as they relate to bureaucratic settings. That is, those educational structures less integrated with other educational disciplines appear to be more negative toward intradisciplinary affiliation. Also, private trade schools seemed to have unique attitudes which have not been recognized by the AVA, as indicated by their negative attitude toward state legislation and certification. Hence, prevailing philosophical concepts in vocational education is an issue the AVA should recognize and investigate.

8. The unification of all vocational educators and the identification of common problems in the field could also be a major consideration of the AVA during this next decade. Vocational educators in this study seemed to associate more positive professional action with both intra and inter disciplinary affiliations. A basic step for providing both unification and integration could be the investigation for the need of divisional grouping within the AVA.

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APPENDIX A

Cover Letter to AVA Sampled Members
Follow-Up Letter #1 to AVA Sampled Members
Follow-Up Letter #2 to AVA Sampled Members

THE PENNSYLVANIA STATE UNIVERSITY
Department of Vocational Education
247 Chambers Building
University Park, Pennsylvania 16802

January, 1975

Dear Colleague:

A PENNY FOR YOUR THOUGHTS!!!!!!!

Certainly your thoughts and expertise as a vocational educator are worth much more and are of vital importance in the study about to be initiated.

The Purpose of the investigation is to study the role perceptions of vocational educators as they relate to the present goals and objectives of the American Vocational Association. The study is being conducted by the Department of Vocational Education, The Pennsylvania State University.

Vocational Education has experienced many changes during the past, and future predictions appear to support this continued trend. The AVA is the largest professional organization that services vocational educators, therefore, it becomes extremely important to obtain a spectrum of members' beliefs regarding changes, if any, that they believe should occur within the AVA.

Your contribution, through completion of the enclosed questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. A preaddressed postage paid envelope is enclosed for convenient return of your completed questionnaire.

Thank you in advance for your most valued assistance. Best wishes.

Sincerely,

Angelo C. Gilli, Sr.
Professor and Chairman
Graduate Studies and Research

ACG/gc

Enclosure

THE PENNSYLVANIA STATE UNIVERSITY
Department of Vocational Education
247 Chambers Building
University Park, Pennsylvania 16802

January, 1975

Dear Colleague:

A PENNY FOR YOUR THOUGHTS!!!!!!!

Certainly your thoughts and expertise as a vocational educator are worth much more and are of vital importance in the study about to be initiated.

The Purpose of the investigation is to study the role perceptions of vocational educators as they relate to the present goals and objectives of the American Vocational Association. The study is being conducted by the Department of Vocational Education, The Pennsylvania State University.

Vocational Education has experienced many changes during the past, and future predictions appear to support this continued trend. The AVA is the largest professional organization that services vocational educators, therefore, it becomes extremely important to obtain a spectrum of members' beliefs regarding changes, if any, that they believe should occur within the AVA.

Your contribution, through completion of the enclosed questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. A preaddressed postage paid envelope is enclosed for convenient return of your completed questionnaire.

Thank you in advance for your most valued assistance. Best wishes.

Sincerely,

Angelo C. Gilli, Sr.
Professor and Chairman
Graduate Studies and Research

ACG/gc

Enclosure

THE PENNSYLVANIA STATE UNIVERSITY
Department of Vocational Education
247 Chambers Building
University Park, Pennsylvania 16802

January 17, 1975

Dear Colleague:

A few weeks ago a questionnaire was sent out inviting you to participage in a study regarding the professional direction of the American Vocational Association.

We know filling out a questionnaire can be a laborious task and frequently one questions whether the results will have any practical value.

Well, just relax. . .congruencies and incongruencies will be reported in research form to the American Vocational Association. To date, the American Vocational Association has been most helpful in their contribution to this investigation. They have done their part, we know you will do your part.

In case you have misplaced the previous questionnaire, one has been enclosed. We hope you can take a 15 minute coffee break and give us the very valuable data you possess--your opinion.

Once again, this information will be completely confidential. A preaddressed postage paid envelope is enclosed for convenient return of your completed questionnaire.

Thank you for your assistance. Best wishes.

Sincerely,

Angelo C. Gilli, Sr.
Professor and Chairman
Graduate Studies and Research

ACG/gc

Enclosure

THE PENNSYLVANIA STATE UNIVERSITY
Department of Vocational Education
247 Chambers Building
University Park, Pennsylvania 16802

January 28, 1975

Dear Fellow AVA Member:

During the past month, you were contacted several times relative to a study of the role perceptions of vocational education as they relate to the present goals and objectives of the American Vocational Association. About 40 percent of the total sample has responded so far and we are anxious to receive replies from the others before beginning our analysis of the returns.

Your participation is most important and we hope you will help us. Will you take the few minutes required, complete the enclosed questionnaire, and return it to us in the preaddressed postage paid envelope. As promised earlier, a summary of the results will be sent to you.

Thank you in advance for your assistance.

Sincerely,

Angelo C. Gilli, Sr.
Professor and Chairman
Graduate Studies and Research

ACG/gc

Enclosure

APPENDIX B

Demographic Data Sheet
Questionnaire

The Pennsylvania State University _______________ Identifier

Listed below is a series of items concerning demographic information that will be utilized in this study in addition to the attached questionnaire. Please complete each item by filling in the blanks or by placing an appropriate check mark.

1. Date of birth __________ year.

2. Please check the highest level of education completed:

_____ No degree
_____ Associate
_____ Baccalaureate
_____ Masters
_____ Doctorate

3. Indicate the number of professional organizations in which current membership is held. __________

4. Indicate the number of years employed in vocational education.
____

5. Please make an appropriate check mark to indicate current membership in the following union type organizations that is most beneficial. (Check one only.)

_____ American Association of University Professors
_____ American Federation of Teachers
_____ National Education Association
_____ Other union organizations
_____ Does not apply

6. Indicate the total number of years of trade experience prior to entering the field of education. _______

7. Please state annual salary (prior to deductions). ____________

8. Please make an appropriate check mark to indicate the nature of present employment.

_____ a. state or regional department of education
_____ b. comprehensive high school
_____ c. area vocational school
_____ d. community junior college
_____ e. senior college or university
_____ f. proprietary school
_____ g. private trade school
_____ h. others

9. Have attended an AVA national convention since 1970. _____ yes
_____ no

10. Please state the approximate number of state vocational activities that you attend annually. ________

The Pennsylvania State University ______________ Identifier

Listed below is a series of items concerning demographic information that will be utilized in this study in addition to the attached questionnaire. Please complete each item by filling in the blanks or by placing an appropriate check mark.

1. Date of birth __________ year.

2. Please check the highest level of education completed:

   _____ No degree
   _____ Associate
   _____ Baccalaureate
   _____ Masters
   _____ Doctorate

3. Indicate the number of professional organizations in which current membership is held. __________

4. Indicate the number of years employed in vocational education.
   ____

5. Please make an appropriate check mark to indicate current membership in the following union type organizations that is most beneficial. (Check one only.)

   _____ American Association of University Professors
   _____ American Federation of Teachers
   _____ National Education Association
   _____ Other union organizations
   _____ Does not apply

6. Indicate the total number of years of trade experience prior to entering the field of education. _______

7. Please state annual salary (prior to deductions). ____________

8. Please make an appropriate check mark to indicate the nature of present employment.

   _____ a. state or regional department of education
   _____ b. comprehensive high school
   _____ c. area vocational school
   _____ d. community junior college
   _____ e. senior college or university
   _____ f. proprietary school
   _____ g. private trade school
   _____ h. others

9. Have attended an AVA national convention since 1970. _____ yes
   _____ no

10. Please state the approximate number of state vocational activities that you attend annually. ________

__________________ Identifier

Survey Questionnaire

Please indicate your choice for each statement below:

1. A program describing the interpretation and evaluation of enacted vocational legislation should be presented each year at the national convention.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

2. The AVA should support national work stoppage action which involves vocational educators.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

3. The AVA should encourage collective bargaining.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

4. The AVA should assist vocational leaders in their attempts to influence STATE legislation for vocational education.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

5. The AVA should sponsor STATE seminars in specialized vocational areas.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

6. Typical AVA members have sufficient opportunity to provide input into the organization.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

7. Vocational educators should belong to more than one professional organization.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

8. The AVA should not become involved with issues of program accreditation with regard to vocational institutions.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

9. Several potential purposes of the AVA are listed below. Please rank them in order of their importance to the profession.

_____ first a. to develop an awareness of current vocational teacher education practices.
_____ second b. to provide staff within tne AVA to conduct research vital to vocational education.
_____ third c. to provide staff within the AVA for design of vocational curricula.
_____ fourth d. to provide staff assistance within the AVA for the establishment of district vocational associations.
_____ fifth e. to serve as a national clearinghouse for the dissemination of STATE vocational legislation.

10. Several "fringe benefits" that could be sponsored by the AVA are listed below. Rank a, b, c, and d in their order of importance. If "does not apply" is selected, check that blank and ignore ranking.

_____ first a. professional liability
_____ second b. dental liability plans
_____ third c. salary protection plans
_____ fourth d. credit unions
_____ does not apply

11. The AVA should provide legal advice for local organizations involved in collective bargaining for vocational educators.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

12. The origin and development of the Vocational Education Amendments of 1968 was greatly influenced by AVA efforts.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

13. Provisions should be made to permit members to affiliate with more than one division such as agriculture, home economics, trade and industrial, within the AVA.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

14. The AVA should be a national organization without affiliation with state vocational organizations.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

15. Divisional grouping such as agriculture, home economics, trade and industrial, within the AVA is desirable because it emphasizes the attainment of divisional goals as a priority factor.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

16. The AVA should encourage states to investigate alternative methods of teacher and administrative certification.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

17. Organizations such as the National Education Association, American Federation of Teachers, and American Association of University Professors, reduce the need for an organization such as the AVA.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

18. Several ways the AVA could become involved in federal legislation are listed below. Please rank them in their order of importance to the profession.

_____ first a. to provide background information to congressmen and senators.
_____ second b. to provide AVA central office assistance to legislators for the drafting of bills.
_____ third c. to solicit support from unions for pending vocational legislation.
_____ fourth d. to establish a mechanism for assessing in the impact of specific legislation.
_____ fifth e. to provide members with information of pending-approved legislation.

19. The AVA should sponsor state and regional workshops concerning special issues in vocational education.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

20. The origin and development of the Vocational Education Act of 1963 was greatly influenced by AVA efforts.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

21. The AVA should develop and distribute a newsletter to all vocational educators (including vocational educators who are non-members of AVA).

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

22. The AVA presently is a teacher oriented professional association.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

23. The AVA should solicit membership from non-vocational educators.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

24. The AVA should assist special vocational interest groups in attempts to provide input into State Plans for vocational education.

_____ a. completely agree
_____ b. strongly agree
_____ c. agree
_____ d. agree with reservation
_____ e. disagree

25. Please select the number of times per year the AV Journal should be published.

_____ 12 times
_____ 9 times
_____ 4 times
_____ 2 times
_____ 1 time

APPENDIX C

Identification of Issues and Data Coding

Identification of Issues and Data Coding

1. Policy Components. This concept was expressed in the following items on the questionnaire.

   A. Several potential purposes of the AVA are listed below. Please rank them in order of their Importance to the profession (Item 9).

      (1) To develop an awareness of current vocational teacher education practices.

      (2) To provide staff within the AVA to conduct research vital to vocational education.

      (3) To provide staff within the AVA for design of vocational curricula.

      (4) To provide staff assistance within the AVA for the establishment of district vocational associations.

      (5) To serve as a national clearinghouse for the dissemination of STATE vocational legislation.

   B. Several "fringe benefits" that could be sponsored by the AVA are listed below: a, b, c, and d in their order of importance. If "does not apply" is selected, check blank and ignore ranking (Item 10).

      a. professional liability
      b. dental liability plans
      c. salary protection plans
      d. credit unions
      _____ does not apply

   C. Provisions should be made to permit members to affiliate with more than one division such as agriculture, home economics, trade and industrial, within the AVA (Item 13, likert-type response).

   D. The AVA should be a national organization without affiliation with state vocational organizations (Item 14, likert-type response).

   E. Divisional grouping such as agriculture, home economics, trade and industrial, within the AVA is desirable because it emphasizes the attainment of divisional goals as a priority factor (Item 15, likert-type response).

   F. The AVA should sponsor state and regional workshops concerning special issues in vocational education (Item 22, likert-type response).

Identification of Issues and Data Coding

I. Policy Components. This concept was expressed in the following items on the questionnaire.

A. Several potential purposes of the AVA are listed below. Please rank them in order of their importance to the profession (Item 9).

(1) To develop an awareness of current vocational teacher education practices.

(2) To provide staff within the AVA to conduct research vital to vocational education.

(3) To provide staff within the AVA for design of vocational curricula.

(4) To provide staff assistance within the AVA for the establishment of district vocational associations.

(5) To serve as a national clearinghouse for the dissemination of STATE vocational legislation.

B. Several "fringe benefits" that could be sponsored by the AVA are listed below: a, b, c, and d in their order of importance. If "does not apply" is selected, check blank and ignore ranking (Item 10).

a. professional liability
b. dental liability plans
c. salary protection plans
d. credit unions
_____ does not apply

C. Provisions should be made to permit members to affiliate with more than one division such as agriculture, home economics, trade and industrial, within the AVA (Item 13, likert-type response).

D. The AVA should be a national organization without affiliation with state vocational organizations (Item 14, likert-type response).

E. Divisional grouping such as agriculture, home economics, trade and industrial, within the AVA is desirable because it emphasizes the attainment of divisional goals as a priority factor (Item 15, likert-type response).

F. The AVA should sponsor state and regional workshops concerning special issues in vocational education (Item 22, likert-type response).

G. The AVA presently is a teacher oriented professional association (Item 22, likert-type response).

H. The AVA should assist special vocational interest groups in attempts to provide input into State Plans for vocational education (Item 24, likert-type response).

Coding for this variable on the card lay-out was: Item 9, columns 40-44; Item 10, columns 45-49; Item 13, column 52; Item 14, column 53; Item 15, column 54; Item 19, column 62; Item 22, column 65; Item 24, column 67.

2. Federal Legislation. The following statements on the questionnaire represent this concept.

A. A program describing the interpretation and evaluation of enacted vocational legislation should be presented each year at the national convention (Item 1, likert-type response).

B. The origin and development of the Vocational Education Amendments of 1968 was greatly influenced by AVA efforts (Item 12, likert-type response).

C. Several ways the AVA could become involved in federal legislation are listed below. Please rank them in order of importance to the profession:

(1) To provide background information to congressmen and senators.

(2) To provide AVA central office assistance to legislators for the drafting of bills.

(3) To solicit support from unions for pending vocational legislation.

(4) To establish a mechanism for assessing the impact of specific legislation.

(5) To provide members with information of pending approved legislation.

Coding for these items on the card lay-out were: Item 1, column 32; Item 12, column 51; Item 18, columns 57-61; Item 20, column 63.

3. Communication With Members. The following statements represent extracted information concerning this concept.

   A. The AVA should sponsor STATE Seminars in specialized vocational areas (Item 5, likert-type response).

   B. Typical AVA members have sufficient opportunity to provide input into the organization (Item 6, likert-type response).

   C. The AVA should develop and distribute a newsletter to all vocational educators (including vocational educators who are non-members of AVA). This is Item 21, likert-type response).

   D. Please select the number of times per year the AV Journal should be published.

   _____ 12 times
   _____ 9 times
   _____ 4 times
   _____ 2 times
   _____ 1 time

Coding for each statement was: Item 5, column 36; Item 6, column 37; Item 21, column 64; Item 25, column 67.

4. Collective Bargaining. The following statements represent the above concept.

   A. The AVA should support national work stoppage action which involves vocational educators (Item 2, likert-type response).

   B. The AVA should encourage collective bargaining (Item 3, likert-type response).

   C. The AVA should provide legal advice for local organizations involved in collective bargaining for vocational educators (Item 11, likert-type response).

Coding for these items were: Item 2, column 33; Item 3; column 34; Item 11, column 50.

5. Intradisciplinary Fields. The following statements represent this concept.

   A. Vocational educators should belong to more than one professional organization (Item 7, likert-type response).

   B. Organizations such as the National Education Association, American Federation of Teachers, and American Association of University Professors, reduce the need for an organization such as the AVA (Item 17, likert-type response).

C. The AVA should solicit membership from non-vocational educators (Item 23, likert-type response).

Coding for these items were: Item 7, column 38; Item 17, column 56; Item 23, column 66.

6. State Legislation. This concept was reflected in the following statement.

   A. The AVA should assist vocational leaders in their attempts to influence STATE legislation for vocational education (Item 4, likert-type response).

7. Accreditation. The following statement tested this concept:

   A. The AVA should not become involved with issues of program accreditation with regard to vocational institutions (Item 8, likert-type response).

8. Certification. This concept was reflected by the following statement:

   A. The AVA should encourage states to investigate alternative methods of teacher and administrative certification (Item 16, likert-type response).

This item was coded in column 55.

The following demographic data was identified in the following form:

1. Highest level of education achieved by a vocational educator was number one on the data information sheet and was coded in column 11.

2. Type of educational structure in which a vocational educator is employed was number 8 on the data information sheet and was coded in column 28.

3. Annual salary of a vocational educator was number 7 on the data information sheet and was coded in column 23 and 24.

4. Number of professional organizations in which vocational educators currently hold membership was number 3 on the data information sheet and was coded in columns 12 and 13.

5. Number of years employed in vocational education which was identified as number 4 on the data information sheet and was coded in columns 14 and 15.

6. Chronological age of the members which was number one on the data information sheet and was coded in columns 9 and 10.

7. Membership in union type organizations was number 5 on the data information sheet and was coded in columns 16, 17, 18, 19 and 20.

8. Noneducational work experience before entering the educational field was number 6 on the data information sheet and was coded in columns 21 and 22.

9. Attendance at the American Vocational Association National Convention since 1970 was number 9 on the data information sheet and coded in column 29.

10. Number of state activities attended annually was number 10 on the data information sheet and was coded in columns 30 and 31.

VITA

Name: (Mrs.) Nancy Green Gilgannon
Date of Birth: January 2, 1936
Marital Status: Married
Husband: Robert E. Gilgannon
Children: Randy Gilgannon

Educational Experience: Bloomsburg State College, B.S. in Elementary and Special Education, 1957; Marywood College, M.S. in Counseling and Guidance, 1962; The Pennsylvania State University, D.Ed., Vocational Education with a minor in Speech, 1975.

Professional Work Experience: Taught Special Education and Elementary Grades one, two, four, five and six. Counselled in junior high school, senior high school and the vocational school. Initiated a guidance program in the senior high school in addition to the vocational guidance program in the Hazleton Area School District. Taught graduate guidance courses for The Pennsylvania State University and counselled for The Pennsylvania State University. Maintained the position of Career Development Director in the Hazleton Area School District. The Career Development Program developed, researarched and initiated career concepts at both a local and national level.

Publications: "Media Meets Industry for Career Information Program," School Shop, September, 1973, p. 66; Writings of Graduate Students: Edited by George Brandon, Occupational Information Via TV? Some Strong Possibilities, 1975. In addition all materials developed in the Career Development Program have been listed in ERIC.

Professional Organizations: American Vocational Association, Pennsylvania Vocational Association, American Personnel and Guidance Association, National Vocational Guidance Association, Pennsylvania Guidance Association.

Honor Society: Phi Kappa Phi